Italian

LANGUAGE and CULTURE

10—3Y 20—3Y 30—3Y



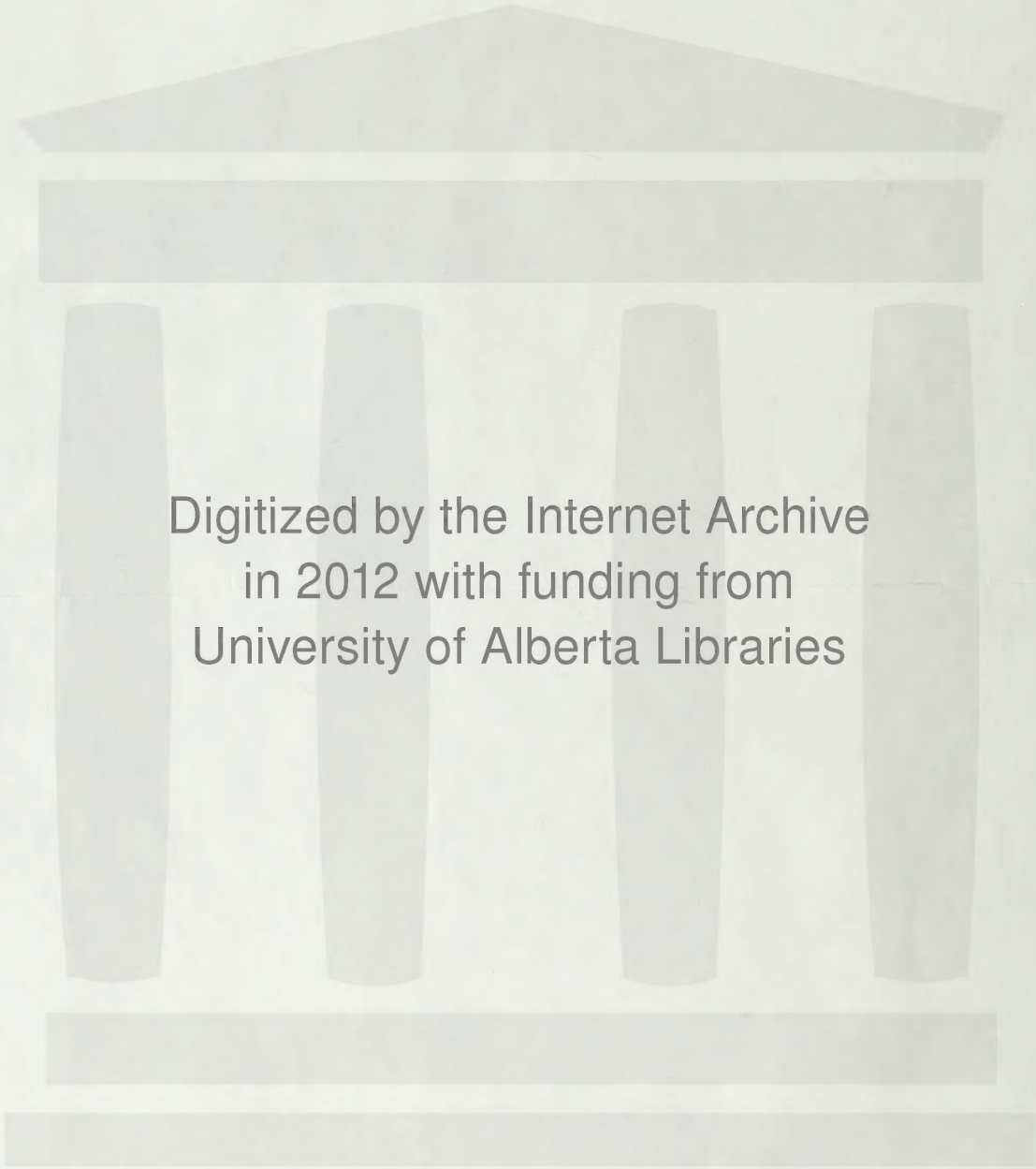
3-YEAR PROGRAM
Guide to Implementation

we encourage

PC
1121
A3342
2009
gr.10-12

CURR GD
HIST

Alberta
Education


Digitized by the Internet Archive
in 2012 with funding from
University of Alberta Libraries

http://archive.org/details/italianlangcultur3y09albe

Italian

LANGUAGE and CULTURE

10—3Y 20—3Y 30—3Y



3-YEAR PROGRAM
Guide to Implementation

we encourage

PC
1121
A3342
2009
gr.10-12

CURR GD
HIST

Alberta
Education

3-YEAR PROGRAM
Guide to Implementation

Italian

LANGUAGE and CULTURE

10-3Y, 20-3Y, 30-3Y

2009

Alberta Education Cataloguing in Publication Data

Alberta. Alberta Education. Learning and Teaching Resources Branch.
Italian language and culture : 3-year program guide to implementation, 10-3Y, 20-3Y, 30-3Y.

ISBN 978–0–7785–7510–8

1. Italian language – Study and teaching – Alberta.
2. Education – Alberta – Curricula. 3. Italian language – Outlines, syllabi, etc. – Alberta. I. Title.

PC1065.A333 2009 450.71

For further information, contact:

Alberta Education
Learning and Teaching Resources Branch
8th Floor, 44 Capital Boulevard
10044 – 108 Street NW
Edmonton, Alberta T5J 5E6
Telephone: 780–427–2984 in Edmonton or toll-free in Alberta by dialling 310–0000
Fax: 780–422–0576



This resource is available on the Alberta Education Web site at http://education.alberta.ca/teachers/program/interlang/italian.aspx.

Copies of this resource are available for purchase from the Learning Resources Centre. Order online at http://www.lrc.education.gov.ab.ca or telephone 780–427–2767 in Edmonton (toll-free in Alberta by dialling 310–0000).

The primary audience for this resource is:

Teachers	✓
Administrators	
Students	
Parents	

Several Web sites are listed in this resource. These sites are listed as a service only to identify potentially useful ideas for teaching and learning. Alberta Education is not responsible for maintaining these external sites, nor does the listing of these sites constitute or imply endorsement of their content. The Crown and its agents, employees or contractors will not be liable for any direct or indirect damages arising from the use of any of these sites. The responsibility to evaluate these sites rests with the user. Note: All Web site addresses were confirmed as accurate at the time of publication but are subject to change.

Copyright © 2009, the Crown in Right of Alberta, as represented by the Minister of Education. Alberta Education, Learning and Teaching Resources Branch, 8th Floor, 44 Capital Boulevard, 10044 – 108 Street NW, Edmonton, Alberta, Canada, T5J 5E6.

Every effort has been made to provide proper acknowledgement of original sources. If cases are identified where this has not been done, please notify Alberta Education so appropriate corrective action can be taken.

Permission is given by the copyright owner to reproduce this resource for educational purposes and on a nonprofit basis, with the exception of materials cited for which Alberta Education does not own copyright.

Permission is also granted for sharing the electronic files via network capabilities at the school or jurisdiction level.

UNIVERSITY LIBRARY
UNIVERSITY OF ALBERTA

Acknowledgements

Alberta Education gratefully acknowledges the many teachers, school authorities, groups and other individuals who contributed to the writing and/or provided suggestions, feedback and language validation over the course of development of the *Italian Language and Culture Three-year Program Guide to Implementation*.

Learning and Teaching Resources Branch staff involved in the development, production and distribution of this guide include:

Joan Engel	Director
Greg Bishop	Assistant Director, Resource Development
James Hamilton	Resource Manager, International Languages
Alan Chouinard	Assessment Manager, International Languages
Xenia Bubel	Resource Manager, International Languages
Ron Sperling	Resource Manager, International Languages
Wai-Ling Lennon	Resource Manager, International Languages
Kim Blevins	Document Production Coordinator/Copy Editor
Dianne Moyer	Desktop Publishing
Liliya Pantelyuk	Desktop Publishing
Esther Yong	Desktop Publishing
Sandra Mukai	Copyright

©Alberta Education, Alberta, Canada

©Alberta Education, Alberta, Canada

Table of Contents

Acknowledgements iii

Chapter 1: Introduction 1
- Purpose of This Guide 1
- Understanding the Learner 4
- Multiple Intelligences and Second Language Learning 6
- Brain Research and Second Language Learning 10
- Bloom's Taxonomy 11
- Benefits of Second Language Learning 13

Chapter 2: Planning 15
- Introduction 15
- Program of Studies 15
- Planning Considerations 19
- Planning Approaches 23
- Year Plans 26
- Unit Plans 26
- Lesson Plans 31

Chapter 3: Learning and Instructional Strategies 35
- Learning Strategies 35
- Instructional Strategies 39
- Using Technology in the Classroom 67

Chapter 4: Students with Special Education Needs 73
- Characteristics of Students with Special Education Needs 73
- Differentiated Instruction 75
- Using Collaborative Learning 78
- Strategies for Students with Attention Difficulties 79
- Strategies for Students with Memory Difficulties 81
- Strategies for Students with Listening Difficulties 84
- Strategies for Students with Reading Difficulties 85
- Cognitive Strategy Instruction 87
- The Importance of Motivation 87

Chapter 5: Students Who Are Gifted 91
- Characteristics of Students Who Are Gifted 91
- Implications for Learning and Teaching 95
- Advanced Thinking Processes 100
- Mentorships 102
- Providing Additional Opportunities 103

Chapter 6: English as a Second Language Learners 105
- English as a Second Language (ESL) Learners 105
- Implications of Learning Multiple Languages Concurrently 112
- Second Language Acquisition 112
- Choosing Instructional Strategies 115
- Suggestions for Assessment 117

©Alberta Education, Alberta, Canada

Chapter 7: Classroom Assessment 119
Introduction 119
Assessment 119
Evaluation 120
Assessment for Learning (Formative) and
Assessment of Learning (Summative) 121
Determining the Assessment Purpose 123
Principles of Effective Classroom Assessment 125
Assessment Accommodations for Students with
Special Education Needs 128
Student-directed Assessment 129
Teacher-directed Assessment 136
Assessment and Evaluation Resources 144

Chapter 8: Course Level Samples 145
Introduction 145
Integrate for Efficiency and Motivation 146
Reading the Course Level Samples 146
Course Level Samples for 10-3Y 149
Applications 150
Language Competence 182
Global Citizenship 212
Strategies 236
Course Level Samples for 20-3Y 247
Applications 248
Language Competence 286
Global Citizenship 317
Strategies 340
Course Level Samples for 30-3Y 349
Applications 350
Language Competence 376
Global Citizenship 403
Strategies 424

Appendices 1
Appendix A: Specific Outcomes Chart
10-3Y A–1
20-3Y A–13
30-3Y A–25
Appendix B: Vocabulary and Classroom Expressions B–1
Appendix C: Planning Tools C–1
Appendix D: Graphic Organizers D–1
Appendix E: Assessment Blackline Masters E–1

Bibliography 1

©Alberta Education, Alberta, Canada

Chapter 1
Introduction

Chapter Summary

Purpose of This Guide
Understanding the Learner
Multiple Intelligences and Second Language Learning
Brain Research and Second Language Learning
Bloom's Taxonomy
Benefits of Second Language Learning

Purpose of This Guide

This guide to implementation is intended to support the Italian Language and Culture 10-3Y, 20-3Y, 30-3Y Program of Studies. It was developed primarily for teachers, yet it includes information that may be useful for administrators and other stakeholders in their efforts to plan for and implement the new Italian program of studies.

Familiarity with the program of studies is essential as teachers plan and implement language courses in their classrooms. The program of studies provides a brief discussion of the value of learning a second language and lays out learning outcomes for each course level. It defines what students are expected to achieve and, hence, what teachers are expected to teach. To obtain the current version of the program of studies, visit the Alberta Education Web site at http://education.alberta.ca/teachers/program/interlang/italian.aspx.

This guide to implementation will assist educators as they:

- develop further understanding of the program of studies
- plan for meeting the needs of diverse learners
- plan for the use of technology in the delivery of the new program
- communicate with stakeholders, such as parents and community members

©Alberta Education, Alberta, Canada

- plan for instruction and assessment that support student achievement of the learning outcomes
- monitor student progress in achieving the learning outcomes
- select learning resources to support their own professional development
- select student learning resources to enhance instruction and assessment.

Research of second language learning and acquisition has identified several general principles of effective language learning. These principles guided the development of the conceptual model used in the program of studies. A clear understanding of these principles will provide a strong foundation for teachers as they develop and select teaching and learning strategies for classroom implementation.

Engaging Students in Meaningful Tasks

Language learning is more effective when classes are structured around meaningful tasks rather than elements of the language itself, such as grammatical structures, vocabulary themes or language functions. Specific language skills are taught when students realize they need specific vocabulary, structures or functions to carry out the task they have chosen to do. When language learning has purpose, students tend to be more motivated to learn.

Maximizing Student Interaction

Students learn languages more effectively when they have ample opportunities to work in small groups on tasks that they have had a hand in choosing and that require them to negotiate meaning; i.e., make themselves understood and work to understand others. In classrooms structured with a maximum amount of student interaction, students have more practice time, they work on tasks that reflect their interests, and they use the language in situations that more closely resemble those outside of the classroom.

Ensuring Student Awareness and Use of Thinking and Learning Strategies

➔ **For more information ...**

Italian Language and Culture 10-3Y, 20-3Y, 30-3Y Program of Studies

Successful language learners use a number of cognitive, metacognitive and social/affective strategies that help make their learning more effective. Communication and language use strategies are important to the development of communicative competence and are clearly laid out in the "Strategies" section of the program of studies.

©Alberta Education, Alberta, Canada

Many students benefit from explicit classroom instruction regarding language learning and language use strategies. Once students are aware of the various strategies and have practised them, they can select the most effective ones for a particular task. By using strategies they have selected, students see the link between their own actions and their learning and become more motivated and more effective language learners.

Building on Prior Knowledge

The constructivist theory of learning suggests that people learn by integrating new information or experiences into what they already know and have experienced. Students do this most effectively through active engagement with tasks that are meaningful to them, in authentic contexts, using actual tools. For this reason, the content and tasks around which lessons and units are structured should be chosen from within the students' areas of experience. For example, if students are involved and interested in a particular sport, a task can be chosen that links with this interest. The learning activities will build on the students' knowledge and experience while encouraging them to increase their understanding and broaden their horizons.

Students come to their language learning experiences with unique sets of prior knowledge, even if they have similar cultural and socioeconomic backgrounds. Classroom activities that provide choice and flexibility allow students to make meaningful connections and to be actively involved in constructing their own learning.

Transferring First Language Knowledge

Students come to their language and culture classes with large bodies of useful knowledge about language, even if they have never spoken a word of the language being taught. They can transfer knowledge of their first language and other languages to their learning of a new language. They may also transfer language learning and language use strategies from one language context to another. Initially, the first language may also be a source of interference, as students try to apply generalizations valid for their dominant language to the language they are learning. Students benefit from an awareness of both similarities and differences between their first language and the language being learned in terms of all components of language; e.g., sound system, grammar structures, vocabulary and discourse features.

Understanding the Culture

Intercultural competence is an essential element of any language-learning endeavour. Knowledge of the target culture must take into account that cultures evolve over time and minority cultures exist within the dominant culture in any society. If students develop the skills to analyze, understand for themselves and relate to any culture they come in contact with, they will be prepared for encounters with cultural practices that have not been dealt with in class.

Understanding the Learner

The Nature of Grade 10 to Grade 12 Learners

The Italian Language and Culture 10-3Y, 20-3Y, 30-3Y Program of Studies is a student-centred curriculum designed to support the language learning of senior high school students in Alberta. The unique characteristics and needs of these students formed the basis for curriculum development.

Language learning is an active process that begins at birth and continues throughout life. Language is acquired at various rates and in different ways throughout a learner's stages of growth, developing progressively according to individual characteristics and criteria. Students enhance their language abilities by applying their knowledge of language in new and more complex contexts with ever-increasing sophistication. They reflect on and use prior knowledge to extend and enhance their language knowledge and understanding.

Language and literacy development begins with a student's earliest experiences with language. The development of listening, speaking, reading, writing, viewing and representing skills is an interrelated process. Senior high school learners actively engage in acquiring language and constructing their own understandings of how oral and written language works. Language learning is fostered through experience in meaningful contexts. Social interaction is also a vital part of the students' social, emotional, intellectual and linguistic development.

Senior high school learners need to feel accepted and confident that they will feel supported by others in their risk taking, learning and growing. Self-concept plays an important role in students' learning and in students' willingness to try challenging tasks.

Students at the senior high school level bring a wide range of abilities and life experiences to the classroom. Knowing students and their interests can help teachers plan meaningful and engaging instruction.

As well, these learners are experiencing a period of change and developmental growth. Positive reinforcement, recognition and acceptance by adults and peers all play significant roles in promoting the students' learning.

Students at the senior high school level prefer active learning and interaction with their peers during learning experiences. They also respond positively to real-life contexts and situations and to opportunities for choice.

©Alberta Education, Alberta, Canada

The program of studies meets the needs of a wide range of learners. Currently, most students enter this program at the 10-3Y introductory level with little or no previous exposure to the Italian language. Most of these students speak English as a first language within an English language majority environment; however, students also enter this program with a variety of language skills and experiences. For example, some students enter this program with some Italian language experience, while others enter with strong proficiency in Italian or other related languages. Occasionally, students will enter this program with little or no English language proficiency. Therefore, a diverse range of student language abilities exists in Italian language and culture classrooms.

The Italian Language and Culture Three-year Program was developed with the assumption that the majority of students entering the program at the 10-3Y introductory level would have little or no previous exposure to the Italian language. Therefore, the majority of students must be considered second language learners. This requires that when planning and delivering instruction, teachers need to consider the unique needs, characteristics and influences that affect their students as second language learners.

Second language learning is influenced by many factors that can be broadly categorized into three main areas:

Outside Influences

These include social, economic and political influences. For example, the importance placed by the family and the community on the language being learned, as well as the availability of opportunities to use the language meaningfully outside the classroom, are both factors that can impact the acquisition of a second language.

Classroom Factors

Important classroom-based factors that impact second language learning include instructional organization, such as the amount of time spent conversing in the second language, the quality of the language input and class size. Teaching styles, methodologies and approaches are also key classroom factors.

Personal Characteristics

Personal characteristics include individual differences that can impact the rate and quality of an individual's second language acquisition. Elements such as previous knowledge and experiences with the first language, Italian or other languages can have significant impacts on a student's future learning of a new language. Personal characteristics such as the age at which the student began learning the second language, the student's aptitude for learning languages, as well as the student's motivation, attitude toward learning the language and learning preferences are also contributing factors. Other personality variables, such as anxiety levels, self-esteem, self-concept and social skills, have also been thought to influence second language acquisition.

©Alberta Education, Alberta, Canada

Factors that Influence Multilingual Development

There are a number of individual factors that impact students and their capacity to learn an additional language. These factors are beyond the control of the teacher or school, but they are important to consider as they help explain why students acquire language at different rates. Tracey Tokuhama-Espinosa (2001) identifies key factors that impact individual learners.

Motivation

Students' readiness to learn another language is partially dependent on their motivation and how students feel about the language being learned and the attitude of other significant persons in students' lives; e.g., parents and peers. Positive experiences with, and positive perceptions of, the second language increase motivation.

Opportunity

Families that have a well-developed plan to provide good language learning opportunities tend to be more successful in developing bilingual language skills in their children. A student may have great motivation, but without the opportunity to practise a second language in meaningful situations, he or she never becomes truly proficient. Students and parents can supplement and enhance classroom language learning by seeking out or building opportunities for language learning in the home and in the community, as well as by participating in relevant extracurricular activities.

Linguistic Relationship among Languages

The target language and those that the students are already fluent in may share a common historical root. If the student's first language shares roots with the second language, the second language is easier to learn because of similarities in grammar, vocabulary and sound systems and the ease of transfer of first language skills.

Multiple Intelligences and Second Language Learning

Harvard psychologist Howard Gardner (1983, 1998) has spent many years analyzing the human brain and its impact on education, including language learning. According to his research, an individual possesses multiple intelligences, but these intelligences are developed to different degrees.

Gardner's Types of Intelligence

Linguistic Intelligence: How we read, write and communicate with words.

Logical-mathematical Intelligence: How we reason and calculate.

Visual-spatial Intelligence: How we understand our physical position in space. This intelligence is used by architects, painters and pilots.

Kinesthetic Intelligence: How we interact physically with the environment.

Musical Intelligence: How we explore musical and rhythmic ability.

©Alberta Education, Alberta, Canada

Interpersonal Intelligence: How we interact with others.

Intrapersonal Intelligence: How we identify and manage our own feelings, wants and needs.

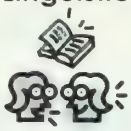
Natural Intelligence: How we explore and interact with nature.

The Implications of Multiple Intelligence Theory on Second Language Teaching

- **Learning is experiential**: Students learn by engaging in real hands-on activities and tasks.
- **Learning uses all senses**: Teachers can reinforce learning with pictures and sounds, and students can learn by touching, tasting and smelling (Dryden and Rose 1995).
- **Learning should be fun**: The more fun it is to learn a language, the more one will want to continue. Learning while playing is an effective way to learn as it creates emotional attachments, and emotion is a door to learning (Jensen 1994, Dryden and Vos 1997, Dryden and Rose 1995).
- **Learning is best in a relaxed but challenging environment**.
- **Learning is enhanced through music and rhythm**: Often one can remember the songs learned in early childhood because words combined with music are easier to learn than words without music (Lozanov 1978, Campbell 1997, Brewer and Campbell 1998).
- **Learning is enhanced through action**: While traditionally students were encouraged to sit all day long, we now know that students learn more when they move as they learn. Teachers can use learning strategies that include physical interaction and can encourage students to dance and move to the rhythm when learning a language (Gardner 1983, Doman 1984, Dryden and Vos 1997).
- **Learning is enhanced by engaging with others**: Having students practise a language by talking to each other socially (e.g., over a meal) is a great way to learn (Gardner 1983, Dryden and Vos 1997).

©Alberta Education, Alberta, Canada

Gardner's Multiple Intelligences

Intelligence	Students learn best by:	Teacher's Planning Questions	Learning Activities
Linguistic 	verbalizing, hearing and seeing words	How can I use the spoken or written word?	• creative writing • formal speech • humour or telling jokes • impromptu speaking • journal or diary keeping • oral debate • poetry • storytelling
Logical-mathematical 	conceptualizing, quantifying and thinking critically	How can I bring in numbers, calculations, logic, classifications or critical-thinking skills?	• puzzles • logic games • abstract symbols and formulas • calculation • counting • deciphering codes • finding patterns • graphic organizers • number sequences • outlining • problem solving
Visual-spatial 	drawing, sketching and visualizing	How can I use visual aids, visualization, colour, art or metaphor?	• drawing • creating videos • active imagination • colour schemes • designs and patterns • drawing guided imagery • mind mapping • painting pictures • sculpture/model
Kinesthetic 	dancing, building models and engaging in hands-on activities	How can I involve the whole body or use hands-on experience?	• physical games • body language • dancing—folk or creative • drama/acting • inventing • martial arts • mime • physical gestures • physical exercises • playing sports and games • role-playing

Gardner's Multiple Intelligences Chart: Adapted with permission from the Nebraska Department of Education, *Nebraska K–12 Foreign Language Frameworks* (Lincoln, NE: Nebraska Department of Education, 1996), pp. 266–267.

©Alberta Education, Alberta, Canada

Intelligence	Students learn best by:	Teacher's Planning Questions	Learning Activities
Musical 	singing, chanting and playing background music while learning	How can I bring in music or environmental sounds or set key points in a rhythmic or melodic framework?	• chanting • humming • rapping • listening to music • music performance • music creation • rhythmic patterns • singing • tonal patterns • vocal sounds and tones
Interpersonal 	working with another person or a group of people	How can I engage students in peer sharing, cooperative learning or large group simulation?	• peer assessment • collaboration skills • cooperative learning • empathy practices • group projects • intuiting others' feelings • listening • person-to-person communication • teamwork/division of labour
Intrapersonal 	relating to a personal feeling or an inner experience	How can I evoke personal feelings or memories or give students choices?	• self-assessment • reflective writing • guided imagery • focusing/concentration skills • higher-order reasoning • metacognition techniques • silent reflection methods • telling about feelings • telling about thinking • thinking strategies
Natural 	observing, classifying and appreciating	How can I relate the students' learning to the physical world?	• discovering, uncovering • observing, watching • forecasting, predicting • planting • comparing • displaying • sorting and classifying • photographing • building environments

©Alberta Education, Alberta, Canada

Brain Research and Second Language Learning

Diane Larsen-Freeman (2000) observes that "the issue for teachers who wish to honour the diversity of intelligences among their students is how to represent the other intelligences and enable each student to reach their full potential, while not losing sight that their purpose is to teach language" (p. 172).

The following are implications of brain research for second language learning:

1. **Build in reflection**: It is important to let students take time to "simmer." There is a silent stage to language learning. First children absorb the language. Later they begin to speak (Krashen 1992).
2. **Link learning**: "The more you link, the more you learn" (Dryden and Vos 1999, p. 315). Anything can be linked when learning a second language, including numbers and new vocabulary words (Dryden and Vos 1997). For example, link numbers and words in a playful way (Dryden and Rose 1995). Reciting the numbers from one to ten in the target language in rhythm is a fun way to begin language learning.
3. **Use the whole world as the classroom**: Real-life experiences and situations engage learners and bring meaning and context to the learning process (Dryden and Vos 1997).

Brain-based Learning Theory

Brain-based learning theory asserts that all humans are born with the ability to learn. "Although all learning is brain based in some sense … brain-based learning involves acknowledging the brain's rules for meaningful learning and organizing teaching with those rules in mind" (Caine and Caine 1994, p. 4).

Caine and Caine (1991, 1994, 2005) outline 12 principles to provide a theoretical foundation for brain-based learning:

1. **Learning involves the entire physiology**: Everything that happens to us, whether it is physical, emotional or cognitive, has an effect on learning.
2. **The brain is social**: We always search for ways to belong to a community and seek interaction with others.
3. **The search for meaning is innate**: We strive to make sense of our experiences.
4. **The search for meaning occurs through patterning**: We categorize our experiences so we can establish patterns and bring order to our world.
5. **The brain is a parallel processor**: It can perform several different activities at the same time.
6. **Emotions are critical to patterning**: Emotion and cognition are strongly tied. It is emotionally difficult to change patterns such as assumptions and beliefs.
7. **The brain processes parts and wholes simultaneously**: The brain is designed to perceive experiences as both separate and interconnected.

©Alberta Education, Alberta, Canada

8. **Learning involves both focused attention and peripheral perception**: Even when we are paying attention to one task, we are also absorbing information reaching us from the environment outside our immediate focus.

9. **Learning always involves conscious and unconscious processes**: Unconscious processing is ongoing and contributes significantly to understanding.

10. **There are at least two different types of memory**: Systems for rote learning and spatial memory coexist in the brain. Memory is not only what we "store and retrieve"; it is based on what we encounter in our natural, daily experiences.

11. **Learning is enhanced by challenge and inhibited by threat**: Feelings of self-worth and accomplishment allow us to learn. Feelings of fear brought on by fatigue, helplessness or overstimulation cause our brains to "downshift."

12. **Each brain is unique**: Although our brains share physical characteristics, we each perceive and react to the world differently.

Sample Strategies to Support Brain-based Learning:

- Develop an understanding of the impact of nutrition, exercise and stress on learning.
- Facilitate cooperative learning and provide students with opportunities to interact.
- Use various methods and approaches that have been proven effective.
- Acknowledge that students mature at different rates. Because of these natural differences, "equality" in student performance is not expected.
- Provide a learning environment that employs routines and behavioural guidelines, while offering activities that challenge and excite students.
- Model enthusiasm for communicating in the second language.
- Provide a classroom environment that features changing displays of vocabulary and culturally rich materials.
- Facilitate language and culture immersion activities, such as field trips, projects, stories, performances and drama.
- Provide opportunities for students to use reflection and metacognition to actively process what and how they have learned.
- Foster a classroom atmosphere where students take learning risks yet feel safe and relaxed.
- Account for individual learning preferences.

Bloom's Taxonomy

Bloom's Taxonomy is a model that focuses on six levels of complexity in the thinking processes. Knowledge and Comprehension are the lower or more concrete levels of thinking. Analysis, Synthesis and Evaluation represent higher or more complex levels of thinking. The Application level, which falls between the lower and higher levels, can be less or more complex depending on the task.

© Alberta Education, Alberta, Canada 2009

Sample Activities Organized in the Bloom's Taxonomy Model

Level	Sample Activities in the Second Language Classroom
Knowledge/ Comprehension Students recall information and restate the information in their own words.	• Arrange lines of dialogue • Fill out authentic forms in Italian • Listen for sequence • Explain the "What? Who? Where? When? How? Why?" • Describe scenes from a video presentation • Describe pictures from Italy • Define words • Listen to and paraphrase in English a conversation in Italian • Draw pictures from verbal descriptions of an Italian cultural scene or object • Understand text written in Italian
Application Students apply the information in one or more contexts.	• Dub cartoons or television shows • Instruct others to prepare an Italian cultural dish step-by-step • Produce questions with correct pronunciation • Apply a cultural custom to a real-life situation in Italy • Interview classmates on their daily activities • Plan a menu for occasions typical of Italian culture • Make shopping lists for various Italian cultural or social events • Apply rules of cultural protocol for dining in Italy • Apply gestures learned to an authentic situation • Apply reading strategies to understand authentic texts
Analysis Students understand component parts and recognize patterns so they can compare and contrast or categorize information.	• Identify elements of a particular literary form • Analyze the lyrics of popular songs to compare two cultures' perspectives • Compare points of view found in two editorials • Analyze a story, poem and other authentic material • Analyze a scene from the Italian culture • Find evidence to support opinion • Compare own customs with Italian customs • Conduct a survey and analyze the results • Analyze the typical foods of Italy for nutritional value • Identify the best route to a historic site important to Italian culture • Play the role of a tourist who bargains in Italian for merchandise
Synthesis Students make predictions and create new ideas based on their knowledge of component parts.	• Write an alternative ending to a story • Predict consequences if historical events were altered • Write titles for a play, story or article • Write headlines in newspaper style on current issues in Italy • Predict future events • Write a diary for an imaginary trip • Extend a story • Hypothesize reactions to different situations based on Italian cultural beliefs • Compose a poem, skit, role-play or advertisement • Create hypothetical real-world situations in Italian culture • Create an infomercial
Evaluation Students judge what they have analyzed and support their opinions.	• Evaluate solutions to cultural dilemmas • Express and justify opinions on creative products of Italian culture • Give and support opinions about issues • Evaluate TV shows, movies or cartoons • Write an editorial, giving and supporting own opinion • Express the pros and cons of policies • Give and support a decision in a mock trial • Write an ambassador with suggestions for the resolution of a real-world problem • Justify, in Italian, decisions of what sites to visit • Read an editorial in a newspaper, respond, and send the response • Evaluate Web pages as sources of information in Italian

Sample Activities Organized in the Bloom's Taxonomy Model: Adapted with permission from the Nebraska Department of Education, *Nebraska K–12 Foreign Language Frameworks* (Lincoln, NE: Nebraska Department of Education, 1996), p. 307.

©Alberta Education, Alberta, Canada

Benefits of Second Language Learning

In North America, the 1990s was a decade of renewed interest in language learning. There is a growing appreciation of the role that multilingual individuals can play in an increasingly diverse society, and there is a greater understanding of the academic and cognitive benefits of learning other languages. The last decade has seen an emerging global interest in international languages and second language education. This has led researchers, policymakers, educators, employers, parents and the media to re-examine the advantages of learning additional languages.

Increased research on brain development has focused attention on learning processes and developmental issues. Some of this research has analyzed the effects of language acquisition on the brain. The results of these studies have generated interest in how early learning experiences, including first and second language acquisition, promote cognitive development. Most experts agree that making it possible for children to learn a second language early in life and beyond is entirely beneficial. A summary of the many benefits of learning a second language follows.

Personal Benefits

An obvious advantage of knowing more than one language is having expanded access to people and resources. Individuals who speak and read more than one language have the ability to communicate with more people and read more literature, and benefit more fully from travel to other countries. Introducing students to alternative ways of expressing themselves and to different cultures gives greater depth to their understanding of the human experience by fostering an appreciation for the customs and achievements of people beyond their own frames of reference. In many cases, the learning of a second language can strengthen the personal connection to the language and culture of one's own heritage. Knowledge of a second language can also give people a competitive advantage in the work force by opening up additional job opportunities (Villano 1996).

For many people, there is something inherently enjoyable about successfully communicating in another language. Learning a new language can be an intensely challenging and rewarding experience.

Cognitive Benefits

Some researchers suggest that students who receive second language instruction are more creative and better at solving complex problems than those who do not (Bamford and Mizokawa 1991). Other studies suggest that bilingual individuals outperform similar monolinguals on both verbal and nonverbal tests of intelligence, which raises the question of whether ability in more than one language enables individuals to achieve greater intellectual flexibility (Bruck, Lambert and Tucker 1974; Hakuta 1986; Weatherford 1986).

Benefits of Second Language Learning: Adapted from Kathleen M. Marcos, "Second Language Learning: Everyone Can Benefit," *The ERIC Review* 6, 1 (Fall 1998), pp. 2, 3.

©Alberta Education, Alberta, Canada

Academic Benefits

Parents and educators sometimes express concern that learning a second language will have a detrimental effect on students' reading and verbal abilities in English; however, several studies suggest the opposite. Knowing a second language, according to the latest research on reading, can help children comprehend written languages faster and possibly learn to read more easily, provided that they are exposed to stories and literacy in both languages (Bialystok 1997). By age four, bilingual children have progressed more than monolingual children in understanding the symbolic function of written language. By five, they are more advanced than those who have learned only one writing system.

The positive effects of bilingualism were also documented in an American study analyzing achievement test data of students who had participated five years or more in immersion-type international language programs in Fairfax County, Virginia. The study concluded that these students scored as well as or better than all comparison groups and continued to be high academic achievers throughout their school years (Thomas, Collier and Abbott 1993). Numerous other studies have also shown a positive relationship between foreign language study and achievement in English language arts (Barik and Swain 1975, Genesee 1987, Swain 1981).

Societal Benefits

Bilingualism and multilingualism have many benefits for society. Albertans who are fluent in more than one language can enhance Alberta's and Canada's economic competitiveness abroad, maintain Alberta's and Canada's political interests and work to promote an understanding of cultural diversity within the nation. For example, international trade specialists, overseas media correspondents, diplomats, airline employees and national security personnel need to be familiar with other languages and cultures to do their jobs well. Teachers, health care providers, customer service representatives and law enforcement personnel also serve their communities more effectively when they can communicate with people of diverse languages and cultures. Developing the language abilities of students will improve the effectiveness of the work force and strengthen communities for years to come.

©Alberta Education, Alberta, Canada

Chapter 2
Planning

Chapter Summary

Introduction
Program of Studies
Planning Considerations
Planning Approaches
Year Plans
Unit Plans
Lesson Plans

Introduction

Planning models require careful consideration of the curriculum they are intended to support. Effective planning ensures that all elements are consistent with the general and specific outcomes of a program of studies.

Program of Studies

The program of studies prescribes what students are expected to learn and be able to do at each level. It is the **primary reference** for teachers as they plan for student learning.

→ **For more information ...**

Appendix A
Specific Outcomes
Chart

Teachers determine what should be taught to accomplish the general and specific outcomes in the program of studies and continually refer to the program outcomes during the planning process. The Specific Outcomes Chart in Appendix A provides a summary of all program outcomes and is useful for planning and tracking outcome coverage throughout the year.

Alignment

Many school districts are approaching instructional improvement through planning processes that emphasize the need to align learning outcomes with assessment practices. This alignment helps teachers articulate what students should be able to learn, know and do. Alignment encourages teachers to focus first on the learning outcomes and clearly communicate learning expectations to support and measure student achievement. Alignment can also provide a focus for a teacher's professional development plan that centres on curriculum and instruction.

Implementing the Program of Studies

The *Italian Language and Culture Three-year Program Guide to Implementation* is designed to assist teachers as they plan for and implement the Italian Language and Culture 10-3Y, 20-3Y, 30-3Y Program of Studies. The teaching and learning activities, assessment strategies, unit plans and lesson plans presented in this guide are **suggestions only**. They are provided to stimulate ideas and to help teachers envision and plan an effective Italian classroom program.

The Course Level Samples in Chapter 8 include teaching and learning activities and assessment strategies for each specific outcome from the 10-3Y level to the 30-3Y level. These are samples only, providing teachers with possibilities to consider as they plan and implement the program.

Considerations for Effective Implementation

Italian language and culture programs should strive to provide a rich language learning environment, stressing communicative competence and enriched cultural experiences that maximize student opportunities for learning.

Effective learning environments are those in which:

- the individual and collective needs of students are met
- there is a supportive climate that encourages risk taking and choice
- diversity in learning preferences and needs are accommodated
- connections to prior knowledge and experiences are made
- there is exposure to a wide range of excellent models of authentic language
- use of the language studied is emphasized
- quality multimedia, print, human and other resources are available and applied in a supportive, meaningful and purposeful manner.

©Alberta Education, Alberta, Canada

Instructional Time

Language and culture programs of study are developed based on 125 hours of instruction time per level, or approximately 197 minutes per week.

When planning for instructional time in the Italian language and culture program, administrators and teachers should carefully consider the impact of time scheduling on the linguistic development of the students. It is strongly recommended that Italian language and culture courses be scheduled to ensure maximum exposure to the language throughout the school year. If students lose contact with the language for long periods of time, additional time must be taken to review previously learned material that may have been forgotten. Students benefit from using the language on a daily basis.

Class Groupings

In some situations, students from two program levels can be combined into one class. As well, all classrooms will have students at the same program level with varying proficiency levels. By using a range of instructional and planning strategies, students of different course levels can be accommodated in a single classroom.

Italian Program Collaboration

Effective Italian language and culture programs depend heavily on collaboration among a range of stakeholders. Students, parents and parental organizations, teachers, school administrators, central administration, government, community members, members of Italian-speaking communities, post-secondary institutions, cultural institutions, and other stakeholders all play crucial roles in supporting language and culture programs. Teachers should ensure that opportunities for collaboration are maximized.

Materials

Students should work with all kinds of authentic audio, video, print and multimedia resources, including documents and texts designed for Italian speakers as well as materials prepared for second language learners. These resources should also be appropriate for the age, developmental levels and linguistic levels of the students.

Tips for Choosing Appropriate Instructional Materials

1. Materials should be flexible enough to accommodate the diversity found in schools and should address a variety of learning preferences, interests, abilities, attention spans and backgrounds.
2. Materials should reinforce positive aspects of the students' self-images.
3. Materials should be relevant to students' interests.

©Alberta Education, Alberta, Canada

Planning for Professional Development

Teaching in the Italian language and culture program demands a broad range of knowledge and skills, both in the Italian language and in second language pedagogy. Teachers should continue to engage in professional development to maintain or improve their proficiency in the Italian language and to continuously improve their teaching skills.

Italian language and culture teachers will benefit from professional development opportunities to speak the language, to increase understanding of Italian culture and to build their understanding of second language teaching methodologies. In addition, teachers will benefit from professional development that focuses on:

- responding to diversity in the classroom and using multilevel groupings
- cooperative learning and student-centred learning
- multimedia and computer-assisted learning
- resource-based language learning.

Student Motivation

When students value their learning, believe they can succeed and feel in control of the learning process, they develop motivation and a desire to learn. Teachers can foster students' motivation to learn by:

- instilling in each student a belief that he or she can learn
- making students aware that they can learn by using a variety of learning strategies
- helping students become aware of their own learning processes and teaching them strategies for monitoring these processes
- assigning tasks and materials of appropriate difficulty and making sure that students receive the necessary instruction, modelling and guided practice to be successful
- communicating assessment processes clearly so that students understand the criteria by which progress and achievement are measured
- helping students set realistic goals to enhance their learning
- helping students celebrate their own and their classmates' learning progress and achievements within the school community and the broader community
- ensuring that instruction is embedded in meaningful learning events and experiences
- modelling personal enjoyment of Italian language learning and communicating the value of learning another language for success in the world beyond the classroom
- involving students in the selection of themes, topics, resources and activities around which learning experiences will take place
- creating inclusive, risk-free classroom communities where curiosity is fostered and active involvement in the learning process is valued and shared
- providing uninterrupted time for sustained engagement with appropriate Italian print and nonprint resources
- providing collaborative learning experiences that enable students to exchange ideas and perspectives, develop a sense of purpose and build a sense of community

©Alberta Education, Alberta, Canada

- using contextualized vocabulary presentations and visuals, such as pictured vocabulary, videos and charts
- emphasizing the development of understanding rather than the decontextualized memorization of vocabulary lists and grammar rules
- scaffolding complex tasks to facilitate learning of abstract concepts.

Planning Considerations

Prior Knowledge

The Italian Language and Culture 10-3Y, 20-3Y, 30-3Y Program of Studies assumes that students will have limited or no previous knowledge of the Italian language upon entry. In situations where the majority of students do have previous knowledge of the Italian language, schools may offer an accelerated program or may assess students and plan courses to suit students' individual needs. In all cases, students' language levels should be assessed and programs adapted, when necessary, to meet individual language learning needs. Students who already have a second language, particularly one that is related to the Italian language, will often learn additional languages more quickly and more easily than those beginning their study of a second language.

Student and Parent Awareness

Students and parents need to be aware of learning outcomes and how they are assessed or evaluated. When students and parents understand learning outcomes and learning outcome assessment or evaluation criteria, they are encouraged to participate in the learning process.

Language of Instruction

As the ultimate goal of the Italian Language and Culture 10-3Y, 20-3Y, 30-3Y Program of Studies is to have students use Italian for a variety of purposes in a variety of situations, Italian should be modelled and used in class as frequently as possible. English will likely be used to some extent in the beginning stages but can gradually be phased out. It may be decided that certain activities are done in English, such as students' reflective writings and learning logs or the delivery of relatively complex instructions or explanations.

Choice of Topics and Tasks

→ **For more information ...**

Appendix C
Sample Text Forms

The choice of learning topics and tasks should be guided by the needs, interests and daily experiences of the students and by the elements outlined in the four components of the program of studies.

Opportunities for Italian Language Use and Real-life Applications

Proficiency-based instruction that focuses on what students can do with what they know is critical. Classroom activities that engage students in meaningful and purposeful language use should predominate.

Students will be more successful Italian language learners if they have opportunities to use the language for authentic and meaningful communication in a broad range of contexts. In addition, the curriculum supports and encourages the real-life application of Italian language learning through meaningful contact with fluent speakers of the Italian language and authentic texts, such as Italian language newspapers, magazines, electronic communications and multimedia resources.

It is important to have a rich Italian language environment in the classroom, but it is also very beneficial to provide cocurricular and extracurricular activities during which students have opportunities to use and develop their Italian language skills. Such school-sponsored activities as Italian language camps, visits to cultural facilities, pen pals, plays and performances, language clubs, school visits, and exchanges are important. It is also important to encourage students to continue their development of Italian language skills by using the language for personal enjoyment, listening to music, attending cultural events and performances, and accessing and using self-study resources.

Knowing the Students

→ **For more information ...**

Chapters 3, 4, 5 and 6

Teachers should identify student needs, background knowledge and experience. They should select learning activities that are appropriate for the age and interests of students and that complement the lexical fields outlined in the program of studies. Instructional plans can be differentiated to meet the needs of all students in the class. Planning is continual and is informed by needs that become evident through classroom assessment.

Diversity of Needs

→ **For more information ...**

Chapters 4, 5 and 6

All classes consist of students with a variety of needs. Some students may have special education needs, while others may be gifted and require greater challenges. Some students may speak English as a second language and require ESL-specific support and accommodations. It is therefore important to always consider the diverse needs of students when planning a language and culture program.

©Alberta Education, Alberta, Canada

The program of studies specifies four components for the development of communicative competence. The Applications component outcomes provide meaningful contexts for students' language and culture learning. Language Competence, Global Citizenship and Strategies component outcomes can be integrated with Applications outcomes. An initial focus on an Applications outcome(s) can serve to motivate and engage students by providing a goal or a reason for their Italian language and culture learning. When planning, teachers should keep a strong focus on Applications in mind and think of ways to integrate learning outcomes from Language Competence, Global Citizenship and/or Strategies with outcomes from Applications.

Getting to the Destination

The program of studies can be thought of as a car with four passengers headed to a specific destination. In this scenario, all four occupants contribute to the car reaching its destination—the achievement of the program learning outcomes.



Applications is the **driver**, making sure the car moves toward the planned destination. If the car is to reach its destination, Applications must be in the driver's seat.



Language Competence is the **passenger** who sits beside Applications, ensuring that the driving is done accurately and competently. Language Competence ensures that the **rules of the road** are adhered to and interprets various road signs for Applications.



Global Citizenship considers what the **outside world** is like and how it relates to all passengers. Global Citizenship provides information about the various places the passengers will be driving to and what they can expect when they get there.



Strategies is the **troubleshooter**. Strategies speaks up when questions or problems arise, offering advice about how all passengers can work effectively to make the trip a positive experience. When passengers encounter problems, Strategies shares ideas on how to find solutions. Strategies asks the right questions at the right time, making sure that all the passengers know what they are doing and why they are doing it.

All four components are essential to get the car to its destination:
Applications to drive the car forward
Language Competence to pay attention to accuracy and details
Global Citizenship to add colour, life, tolerance and possibilities
Strategies to provide important problem-solving skills.

To further the metaphor, if the program of studies is a car on a journey, teachers are the navigators. Teachers plan the route and determine when the car has reached its destination.

©Alberta Education, Alberta, Canada

Planning for Strategic Learning

→ For more information ...

Chapter 3

Teachers need to plan for students to learn about, and independently select and use, cognitive, metacognitive and social/affective strategies. Strategies for Language Learning, Language Use and General Learning should be explicitly taught to students. As students become more aware of how to use strategies to enhance their learning, they will be able to choose strategies that work most effectively for them.

Integrating Outcomes

Most learning activities, even simple ones, involve multiple specific and general outcomes. For example, singing an Italian song involves outcomes from the Applications, Language Competence, Global Citizenship and Strategies components of the program of studies. The challenge is for teachers to be familiar with the outcomes and to select outcomes for the focus of a lesson (or unit). The teacher plans lessons to ensure that all outcomes receive focused attention periodically throughout the school year.

Outcome Integration: A Sample (10-3Y)

Activity

Divide students into groups and have them choose an Italian-speaking community. Students gather information about the culture of that community and organize it in a KWL chart (see Appendix D: Graphic Organizers). Students then reorganize the information into subtopics and create a poster that illustrates the key information and includes several sentences in Italian that describe the people of the focus community.

Applications

A–4.2 *gather and organize information*
- a. gather simple information
- b. organize and sequence items in different ways
- c. sequence items in different ways

Language Competence

LC–2.6 *written production*
- a. produce simple words and phrases, in writing, in guided situations

Global Citizenship

GC–1.3 *diversity within Italian-speaking cultures*
- a. recognize diverse elements of Italian cultures

Strategies

S–3.1 *cognitive*
- a. use simple cognitive strategies to enhance general learning

©Alberta Education, Alberta, Canada

Identifying Instructional Strategies

→ For more information ...

Chapter 3

To achieve the selected outcomes and best meet the needs of students, teachers need to select specific instructional strategies. The planning style chosen—thematic, task- or project-based or a combination—should suit the teacher's needs. Activities need to fit with the selected learning and instructional strategies and the specific outcomes targeted.

Identifying Assessment Tools

→ For more information ...

Chapter 7

A variety of assessment tools, ranging from informal observation to formal tests, should be planned for individual teaching and learning activities, for report card periods and for teaching units, projects and portfolios. All assessments focus on active involvement of students in the process, determining if learning outcomes have been achieved, and on how such assessment information can be used to optimize student learning.

Planning Approaches

Two of the most effective planning approaches for language learning are the thematic approach and the task- or project-based approach. Either of these approaches (or a combination of the two) can be applied to the development of the year, unit or lesson plans for the Italian language and culture program.

Thematic Approach

Thematic approaches focus on a specific topic or central idea as the basis for the unit or the lesson plan. The theme chosen serves as the organizer for the instructional activities. Themes should be Applications-based; e.g., sharing basic information, getting to know people or making yourself understood. Themes need to be big ideas that can provide a framework for exploring and applying new skills and concepts.

Thematic planning can be helpful to teachers of multiage and combined class groupings. When teachers plan for a wide range of abilities, thematic teaching creates a shared experience that all students can use to build knowledge, skills and attitudes and to experience success at their own level within a collaborative whole-class environment.

©Alberta Education, Alberta, Canada 2009

Task- or Project-based Approach

A task- or project-based approach to learning is designed to have students develop language competence and communicative skills by actively engaging in using the language with purpose. The teacher uses tasks and projects to create situations in which students must use the language for a definite purpose. The task is defined at the outset and creates the need to know certain elements of the language, thus giving meaning, purpose and context to all language activities.

The task provides an organizational framework for the specific outcomes to be achieved. All content, activities and evaluation in the unit grow out of the task. Specific language content is determined once the task has been identified. Explicit teaching of grammar rules, exercises on form and practice of specific strategies have their place in the classroom, but they are done because students need to know those elements of the Italian language to accomplish the task.

The choice of tasks can be based on the interests of students while covering as broad a range of experiences as possible. Each task should be flexible enough to allow for some differentiation so students with different levels of proficiency, interests and backgrounds can work together and learn from one another.

Effective tasks or projects:

- provide opportunities to address a variety of specific outcomes
- match the interests of the students
- focus students on meaning and purpose
- maximize language use and provide opportunities for language practice
- allow for flexible approaches and solutions
- are challenging, but not threatening
- promote sharing of information and expertise
- involve students in assessing/evaluating the product and the process
- provide opportunities for students to discuss and reflect upon communication (metacommunication) and learning (metacognition)
- provide for monitoring and feedback.

By examining tasks in relation to the factors shown in the following table, appropriate tasks for each student can be chosen. Sometimes a task may appear too difficult, but it could be done, if it is of great interest to students, by adjusting some of the variables. In the same way, a task can be made more or less difficult to suit different groups of students in a mixed-level class group.

©Alberta Education, Alberta, Canada

Level of Difficulty

	less difficult → more difficult			
cognitive complexity	describing	sequencing		choosing
	classifying	identifying principles		assessing/evaluating
listening	one speaker	two speakers	three speakers	four or more speakers
	familiar topic			unfamiliar topic
speaking	taking short turns			taking long turns
	familiar, sympathetic conversation partner			unfamiliar, uninvolved individual or group
	familiar topic, well organized			new topic or experience, not well organized
text type	description	instructions	storytelling	providing and justifying opinions
	few elements, properties, relationships, characters, factors			many elements, properties, relationships, characters, factors
	ample contextual support (e.g., titles and subtitles, pictures or diagrams)			little contextual support
language	simple			complex
	less interpretation required (information is explicit)			more interpretation required (information is implicit)
	redundant (information is repeated in different ways)			no redundancy (information is given only once)
task type	one-way transfer of information			two-way exchange of information
	convergent			divergent
	concrete, "here and now"			abstract, different time or place
support	more			less

Year Plans

→ **For a blank template ...**

Appendix C
Year Plan

A year plan supports instructional goals and outcomes across an entire program of studies and provides opportunities to plan for implementation in a school or district setting as well as in an individual classroom.

A year plan can consist of multiple units, organized coherently across the school year or semester. Year plans should address all outcomes of a program of studies in a meaningful and appropriate sequence that is determined by essential learnings and the learning needs of students. A year plan does not necessarily have to follow the sequence of the outcomes in a program of studies. A year plan can be constructed and represented in a teacher resource by using a curriculum mapping process that includes:

- a sequence of outcomes and essential learnings
- how outcomes will be grouped or clustered to create units
- expectations of student learning
- instructional activities that support student learning.

There are a number of formats for developing a year plan. Generally, the year plan should be one or two pages that clearly and concisely outline topics and skills on a time line. Year plans should also address integrated units of instruction.

Unit Plans

→ **For blank templates ...**

Appendix C
Unit Plan Overview,
Unit Plan A,
Unit Plan B,
Unit Plan C

Unit plans provide a sequence of instruction that usually takes place over a number of weeks. Unit plans provide a clear and coherent structure that addresses outcomes, assessment and instructional activities and that allows for choice and for different learning needs.

Unit plans are more detailed outlines of the broad pieces of learning that make up a year plan. Teachers need to know their students and use professional judgement and creativity to develop a unit plan that is focused, meaningful and relevant. In a unit plan, teachers specify what needs to be in place for the unit to be a successful learning experience; e.g., teachers consider resources, allocate time, prepare information, identify vocabulary, identify instructional strategies, decide on provisions for students with special education needs and include home, school and community connections. Teachers start with the end in mind, and build in a range of assessment activities throughout the unit. When possible, teachers collaborate with colleagues to develop and share units. Teachers also plan ways to extend learning for students who demonstrate higher level skills than their classmates and to support those who need additional guided practice or reinforcement.

To assess the instructional effectiveness of a unit of study, Politano and Paquin (2000) suggest that teachers ask themselves the following:

- "What am I doing that is working well?
- What do I want to reconsider or stop doing?
- What do I want to do more of?" (p. 128)

©Alberta Education, Alberta, Canada

Developing a Unit Plan

There are three basic decisions involved in unit planning that should be made by considering the curriculum and the classroom.

	WHAT I WILL USE	PLANNING TASKS
What are students expected to learn?	Program of studies outcomes	Identify the desired results
What evidence will I accept of that learning?	Achievement goals, indicators, exemplars	Determine acceptable evidence
How will I design instruction for effective learning by all students?	Teaching and learning strategies, resources	Plan learning experiences and instruction

A planning technique that is especially useful in unit planning is clustering. Clustering is a process that can be used to group outcomes around the essential learnings of a program of studies. Clusters use common concepts, ideas and processes to group similar or related outcomes together. Clusters can be used to create groups of outcomes that students should attain at the completion of a learning sequence in a unit. They can be a first step in establishing a learning sequence for the unit.

Clusters can also help identify the essential learnings and essential questions. Each cluster can represent an enduring or overarching understanding—or a cluster of essential learning statements and questions. Enduring and overarching understandings go beyond facts and skills to focus on larger concepts, principles or processes.

An effective unit plan is a meaningful sequence of learning opportunities that starts with learning outcomes, clustered together in contexts that are aligned with essential learnings, assessment approaches, resources and teaching and learning strategies. This alignment is critical to a purposeful planning process.

Questions can also provide a meaningful context that encourages the development of critical thinking and inquiry-based skills. Questions can provide a focus for assessment when built around essential learnings and criteria for the students' demonstration of learning. General questions can provide an overarching focus for the entire unit, while specific questions can help students uncover the essential learning and guide the sequence of the unit.

The differences between general unit questions and specific unit questions
General unit questions provide a context for meaningful learning and the development of deep understandings. General unit questions are ongoing and, in one form or another, often recur throughout life.

Developing a Unit Plan: Adapted with permission from Patricia Shields-Ramsay and Doug Ramsay, *Purposeful Planning Guidebook* (Edmonton, AB: InPraxis Learning Systems, 2006), pp. 4, 5, 12–13, 16.

©Alberta Education, Alberta, Canada

Specific unit questions, on the other hand, can help students explore general unit questions. They can focus on building vocabulary, developing understanding of the terms and concepts within a general question, and guiding research.

Specific unit questions can:
- be written to "uncover" the general questions of the unit
- guide the inquiry of the unit
- be sequenced to provide the "flow" of the unit.

For example, specific unit questions such as the following could support the general unit question, "How do patterns, inconsistencies and misunderstandings inform our understandings?":
- How is our information collected and represented?
- How do patterns and connections in information help solve problems?
- How can misunderstandings be uncovered?

→ **For more information ...**

Appendix C
Instructional Planning Guide

When developing a unit plan, teachers should consider the specific needs of their students and select strategies and specific learning activities designed to achieve several learning outcomes.

Unit planning using a thematic approach or a task- or project-based approach to second language learning begins with a theme, topic, task or project. The language content grows out of the theme, topic, task or project and the resources used.

Tips for Developing a Unit Plan

1. Choose a theme, topic, task or project that is of interest to the students, offers possibilities for developing the students' communicative competence in Italian and allows for some general learning as well. Students can participate in this step of the planning process.
2. Determine the specific outcomes that could be met, keeping in mind all general outcomes.
3. Analyze the task or project to determine what the students will need to know and learn to carry it out. Think about the product the students will produce, but also about the process they will go through in producing the product; e.g., working in groups, doing research, interviewing people. Consider language functions, vocabulary, grammar, text types, historical and contemporary elements of the culture, strategies, general knowledge and so on.
4. Think about aspects of the unit that could be adapted to accommodate the needs, interests and aptitudes of different students. Be prepared to be as flexible as possible without compromising the objectives of the unit.
5. Look for resources that will be useful to students. Resources should be attractive and rich in visual supports, such as charts, pictures and diagrams.
6. Outline a series of steps directly related to the unit task or project to help the students learn and practise the language they will need to carry out the task.
7. Plan student assessment and evaluation. Integrate assessment throughout the unit.
8. At the end of the unit, invite students to reflect on what they learned, the strategies they used and how their attitudes may have changed. This step is important for developing metacognitive strategies and independent learning.

©Alberta Education, Alberta, Canada

Have I ...

- ❑ selected the specific outcomes I wish to focus on in this unit?
- ❑ provided a rationale for the unit?
- ❑ planned for appropriate *assessment for learning* and *assessment of learning* techniques?
- ❑ considered individual student needs, interests and abilities?
- ❑ considered the relevance of this unit to students' lives outside school, their language and learning experiences in other subjects and their continued language development?
- ❑ identified the historical and contemporary elements of culture present in the global citizenship content of the unit?
- ❑ selected interesting, useful and varied resources to support this unit?
- ❑ included a variety of instructional strategies, language experiences and activities?
- ❑ provided opportunities for students to listen, speak, read, write, view and represent in different contexts?
- ❑ allowed for flexibility and adaptation of the plan in response to student needs?
- ❑ provided opportunities for student input and collaborative decision making?
- ❑ considered possible unit extensions and applications?

©Alberta Education, Alberta, Canada

Sample Unit Plan

Unit Focus:
10-3Y Level

Welcome to My School

Student Activities:

- Learn/use school vocabulary.
- Conduct school tours.
- Create a game that uses flash cards.
- Create a map of the school for visiting students.
- Create invitations to a school event and to various other community events.

Outcomes:

Applications: 1.1a, b; 3.1a; 3.3a; 4.1a

Language Competence: 1.1a, b; 1.3a; 1.4a; 2.2a; 2.3a; 3.1a; 3.2a; 3.4a

Global Citizenship: 1.4a

Strategies: 1.1a; 1.2a; 2.1a; 2.2a; 2.3a

Lesson Topics:

- introducing self
- school vocabulary
- invitations
- conducting a tour

Duration:

Seven 30-minute classes

Addressing Learner Diversity:

- Pair up mixed ability students during vocabulary game.
- Keep criteria for the activities posted in the classroom.
- Have students set personal learning goals through self-assessment.

Assessment:

- Peer assessment
- Self-assessment
- Anecdotal notes during tours and vocabulary practice
- Rubric for grading invitations (created with the students)
- Learning logs for reflection on strategies used
- Exit slips for reflection on learning

Learning Strategies:

- Focus on language use strategies during invitations and tours.
- Focus on cognitive strategies during games and vocabulary practice.
- Focus on metacognitive strategies during learning log reflection.

©Alberta Education, Alberta, Canada

Lesson Plans

→ **For more information and blank templates ...**

Appendix C
Instructional Planning Guide, Lesson Plan A, Lesson Plan B

While unit plans define the broad details of instruction and student learning within a given context, lesson plans outline how to teach a particular concept. Lessons often include the whole class and provide a basis from which other lessons can evolve. Follow-up lessons could include individual sessions with students who have specific needs, small groups focusing on specific skill development or large discussion groups. Lesson plans should address:

- information about students' prior experience, understandings and needs
- clustered curriculum outcomes
- assessment criteria
- instructional activities
- resources
- time and materials.

Teachers might consider the following questions when planning a lesson:

- What is the purpose or curricular outcome of the lesson?
- What teaching and learning strategies will be most effective?
- What will students be doing? When? Where?
- What specific skills do students need to develop or improve to be successful?
- What resources will be most appropriate for various groups in the class?
- How much differentiation is feasible and appropriate?
- How will the success of the lesson be evaluated?
- How does this lesson connect to other curriculum areas or units of study?
- How does this lesson connect to home and the community?

©Alberta Education, Alberta, Canada 2009

Lesson Planning Checklist

Does my lesson plan ...

- ☐ identify and address specific learning outcomes?
- ☐ ensure student awareness of learning outcomes?
- ☐ involve students in learning activities with meaningful contexts, demonstrating a strong Applications outcomes focus and integration of outcomes from Language Competence, Global Citizenship and Strategies?
- ☐ include outcome-based assessment criteria to be shared with students before any assessed learning activity begins?
- ☐ engage students in using assessment information to improve their learning?
- ☐ maximize student use of Italian through meaningful student-to-student communication?
- ☐ include differentiated instructional strategies to meet the needs of all learners?
- ☐ ensure student awareness of, and engagement in, strategic learning; i.e., are students identifying thinking and learning strategies that work best for them, setting goals for strategy use and working to achieve those goals?
- ☐ provide opportunities for revision?

The following is a sample lesson plan that addresses multiple learning outcomes from the program of studies.

©Alberta Education, Alberta, Canada

Sample Lesson Plan

Lesson Title: Saluti – Benvenuti alla mia scuola

Date and Class: 10 gennaio, 2008 Livello 10-3Y

Outcomes Addressed:

Applications: 1.1a, 4.1a

Language Competence: 1.1a, 2.3a, 3.4a

Global Citizenship: 2.3a

Strategies: 2.1a, 2.3a

Possible Student Learning Strategies: interpret and use a variety of nonverbal cues to communicate; ask for confirmation that a form used is correct; use words that are visible in the immediate environment

Materials Required:

Video recording and viewing equipment.

Teaching and Learning Activities:

Brainstorm with students various verbal and nonverbal greeting and farewell expressions; e.g., *ciao, buongiorno*, smiling, kissing the partner's cheek.

Students circulate and greet one another in Italian. Encourage students to remember nonverbal expressions as well.

After a few minutes, ask students to offer their names and ask their partners' names. *Ciao. Mi chiamo Marco. Come ti chiami?*

Once students have had sufficient time to practise these two activities, consider allowing different student groups to present their conversations to class. Extend this activity to include farewells.

Differentiation of Instruction:

Encourage students with special education needs to refer to the expressions on the word wall during their conversations.

Have students who are gifted create a mini video that shows the greetings of various people in different situations.

Opportunity for Assessment:

Use an outcome-based checklist to record whether students have attained outcomes A–1.1a, A–4.1a, LC–1.1a, LC–2.3a, LC–3.4a, GC–2.3a, S–2.1a and S–2.3a during the conversations.

©Alberta Education, Alberta, Canada

©Alberta Education, Alberta, Canada

Chapter 3
Learning and Instructional Strategies

Chapter Summary

Learning Strategies
Instructional Strategies
Using Technology in the Classroom

Learning Strategies

Strategies are systematic and conscious plans, actions and thoughts that learners select and adapt to each task. They are often described as knowing what to do, how to do it, when to do it and why it is useful.

Students use various strategies to maximize the effectiveness of their learning and communication. Strategic competence has long been recognized as an important component of communicative competence.

To become successful strategic learners, students need:

- step-by-step strategy instruction
- a wide array of instructional approaches and learning materials
- modelling, guided practice and independent practice
- opportunities to transfer skills and ideas from one situation to another
- to develop the ability to make meaningful connections between skills and ideas and real-life situations
- opportunities to be independent and to show what they know
- encouragement to self-monitor and self-correct
- tools for reflecting on and assessing their own learning.

Students need to develop proficiency in using a strategy before new strategies are introduced. Over time, students will develop a number of strategies to facilitate their learning.

Some learning strategies are appropriate for early, middle and senior years, while other strategies may be appropriate only for a specific level. Students need:

- to know how they will benefit from the use of a strategy in order to become motivated and engaged in learning and to develop the will to apply the strategy
- to know what steps are involved in the strategy's procedure
- to know when the strategy should be used so that they can ensure transfer to other scenarios
- to know how to adjust the strategy to fit their particular purposes so that they become flexible in applying the strategy in a variety of relevant contexts
- to practise the strategy over time to develop proficiency.

The strategies that students choose depend on the task they are engaged in as well as on other factors such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation.

➔ **For more information ...**

Appendix C
Sample List of Learning Strategies

Possible student learning strategies are listed for each of the activities in the instructional strategies section of this chapter to illustrate the types of strategies students might use. These lists are not meant to be prescriptive. For a more extensive list of learning strategies, consult the Strategies section of the program of studies.

To ensure that students develop effective, independent, lifelong learning skills, it is essential to foster strategic learning in the Italian language and culture classroom. To develop advanced language skills, including literacy, students need instruction on the strategies that skillful learners use in completing language tasks. Students need to be taught learning strategies in all language arts through demonstration, explicit instruction, guided practice and independent practice with feedback and support. Students are encouraged to acquire and apply a wide range of strategies, including first and second language learning strategies and general learning strategies, to enhance their learning.

➔ **For more information ...**

Italian Language and Culture
10-3Y, 20-3Y, 30-3Y
Program of Studies

The program of studies includes clusters of specific outcomes designed to develop three types of strategies in the Italian language and culture classroom: language learning strategies, language use strategies and general learning strategies.

Language Learning Strategies

Language learning strategies refer to actions taken by learners to enhance their own language learning. These strategies are divided into three categories—**cognitive**, **metacognitive** and **social/affective**—and are embedded within the Italian Language and Culture Program of Studies.

©Alberta Education, Alberta, Canada

Cognitive language learning strategies include using different techniques for remembering new words and phrases, deducing grammar rules, applying previously-learned rules, guessing at the meaning of unknown words, and using a variety of ways to organize new information and link the new information to previously-learned language.

Metacognitive language learning strategies are higher order thinking skills that students use to manage their own language learning. These strategies include planning for language learning, monitoring language learning and evaluating success in language learning.

Social/affective language learning strategies are actions learners take during or related to interactions with others to assist or enhance their own language learning. These strategies include methods students use to regulate their emotions, motivation and attitudes to help them learn the language.

Language Use Strategies

Language use strategies focus on improving communication. The language use strategies in the program of studies are organized according to the three communicative modes: **interactive**, **interpretive** and **productive**.

Interactive language use strategies assist the learner or speaker in maintaining communication with another speaker of the language. These strategies include using circumlocution to compensate for one's lack of vocabulary, using nonverbal cues to communicate and summarizing the point reached in a discussion.

Interpretive language use strategies aid in comprehension of the language. These strategies include using visual supports to assist in comprehension, listening or looking for key words or elements and using discourse markers to follow extended texts.

Productive language use strategies aid in the production of language. These strategies include using resources to increase vocabulary or improve texts, compensating for avoiding difficult structures by rephrasing and using knowledge of sentence patterns to create new sentences.

General Learning Strategies

General learning strategies refer to actions taken by students to enhance their own general learning. General learning strategies (similar to those of language learning strategies) are divided into three categories: **cognitive**, **metacognitive** and **social/affective**. The determining difference is whether the focus of the specific strategy is the learning of the Italian language or of other concepts.

Cognitive general learning strategies are strategies that students use in learning. These strategies include such activities as using models, concept mapping and brainstorming.

© Alberta Education, Alberta, Canada 2009

Metacognitive general learning strategies are higher order thinking skills that students use to manage their own general learning. These strategies include planning for their own learning and assessing their own learning. These strategies encourage students to think about their own thinking.

Social/affective general learning strategies are actions learners take to enhance their own learning through interacting with others. These strategies include methods students use to regulate their emotions, motivations and attitudes to help them learn.

Teaching Learning Strategies

Strategies should be introduced as they are needed. When strategies are introduced and explained in terms of their value to the learner and are demonstrated and practised over time, they can produce long-lasting, significant improvements in the students' abilities to construct meaning, acquire language and achieve the Italian language and culture outcomes. All students benefit from strategy instruction, but individual students need varying degrees of support in learning and using strategies.

Tips for Teaching a New Learning Strategy

1. Explain the strategy, discussing its purpose and the tasks for which it is most useful.
2. Model the strategy, "thinking aloud" so that students can observe the process. This means expressing both the overt purpose of the strategy and the metacognitive processes and self-correction used in any problem-solving method. Avoid mental leaps.
3. Teach the steps of the strategy, explaining the reasons for each step so that student learning will be based on understanding rather than on rote memorization.
4. Provide an immediate opportunity for students to use the strategy in the context of their own work. As students use the strategy, offer constructive feedback, monitor and prompt when necessary.
5. Review the strategy by modelling it again, this time with students monitoring and prompting.
6. In subsequent lessons, ask students to practise using the strategy, explaining what the strategy is designed to do, the steps that must be followed and the importance of each step.
7. Follow up with other opportunities for students to use the strategy and to reflect on their use of it as they move toward mastery. Monitor each student to determine what personal meaning he or she has made related to the strategy.
8. Discuss with students how the strategy can be used beyond the language and culture classroom.

©Alberta Education, Alberta, Canada

Instructional Strategies

Instructional strategies are the techniques and activities teachers use to help students become independent learners and develop and experiment with learning strategies.

Students exhibit a wide variety of perceptions, prior knowledge, attitudes and learning preferences. Teachers are encouraged to provide a variety of instructional strategies to ensure that all student needs are being met.

The following instructional strategies can be used across course levels.

Alphabet Activities

Alphabet activities teach students to identify the names and sounds of the letters in the alphabet and should be done as part of other language learning. Alphabet knowledge should not be considered a prerequisite for participating in other activities. It is important to acknowledge the sound each letter makes, but it is also important to do so within meaningful contexts as early as possible; e.g., sounds as part of words as soon as some words are known.

Possible Student Learning Strategies:

Cognitive	• Listen attentively • Identify similarities and differences between aspects of Italian and your own language(s)
Interpretive	• Listen selectively based on purpose

⊙ Letter Sorts

Through Letter Sorts, the teacher collects plastic letters, or prints letters on squares of paper, and has students identify each of the letters in the alphabet by naming them or by pointing to them when prompted.

Auditory Discrimination Activities

Auditory discrimination activities require students to consider and identify sounds in words. These activities can be used to introduce oral language.

Possible Student Learning Strategies:

Cognitive	• Use mental images to remember new information • Look for patterns and relationships
Interpretive	• Determine the purpose of listening • Listen selectively based on purpose

⊙ Find the Right Sound

In this activity, the teacher creates or purchases flash cards that include pictures of objects with the names written below. The teacher instructs the students to listen for a particular sound as he or she reads each word. The students collect only those cards with the words that contain the right sound. The students then hand in the cards, repeating the words as they do so. If the students make a mistake, the teacher simply takes the card, points to the word and repeats it, says the letter sound on its own and moves on.

⊙ Sort the Sounds

In this activity, the teacher creates or purchases flash cards that include pictures of objects with the names written below. The teacher instructs the students to listen to the words as he or she reads them and decide which "sound category" they belong to. The students take each card and attempt to put it in the correct "sound category" pile, repeating the word as they do so. If the students make a mistake, the teacher simply takes the card, points to the word and repeats it, says the letter sound on its own, then places the card in the correct pile.

Categorizing

Categorizing involves grouping objects or ideas that have common features or relationships. It enables students to see patterns and connections and develops their abilities to manage and organize information. Categorizing is often used to organize information produced during a brainstorming activity.

Possible Student Learning Strategies:

Cognitive	• Group together sets of things—vocabulary, structures—with similar characteristics • Look for patterns and relationships

Cloze Activities

In cloze activities, words, phrases or letters are omitted from printed text. Students employ language cueing systems to insert words or letters that complete the text in a meaningful way. Cloze activities promote sense-making skills and reflection on the rules of language (e.g., "I know the word and to fill in the missing sound I need to add the letter 'a.'" "This sentence doesn't make sense unless I put the word 'and' in it."). Teachers should avoid having too many blanks initially, and begin by blanking-out the same type of letter or word consistently (e.g., the long vowel sounds, the adjectives).

Possible Student Learning Strategies:

Social/Affective	• Seek the assistance of a friend to interpret a text
Interpretive	• Listen or look for key words • Infer probable meanings of unknown words or expressions from contextual clues

©Alberta Education, Alberta, Canada

⊙ Letter-level Cloze

In this activity, the teacher selects high frequency words from students' oral vocabulary, from classroom word walls or from reading, and reproduces them with key letters missing. A consistent pattern is followed; e.g., the first letter is removed, the last letter is removed. Students should know what word they are trying to make either because it has been vocalized or because it is within a familiar context; e.g., a sentence from a story. As students become more adept, the teacher can focus on words that are easily confused. This works really well as part of a mystery message written on the board at the beginning of class as a "do now" activity.

⊙ Word-level Cloze

In this activity, the teacher selects sentences from students' reading or from language-experience stories (short pieces of writing dictated by the student) and reproduces them with key words missing. A consistent pattern is followed; e.g., adjectives are removed. Students should be able to use the context of the sentence to figure out a word that makes sense. Early on, the teacher can provide students with a bank of possible words to choose from.

Tips for Cloze Activities

1. Introduce students to cloze procedures with oral activities. Read a passage aloud, pausing occasionally to encourage students to complete lines or phrases with appropriate and meaningful words.
2. Choose or write a text appropriate to the students' level of understanding. Leave the first sentence untouched. Delete a number of words from the rest of the text, leaving the last sentence untouched as well. There are a number of ways to decide possible words to delete; e.g., key words related to the topic of the sentence or words that have a particular grammatical function, such as all the adjectives or pronouns.
3. Replace the words with blanks of equal length so there is no clue as to the length of the deleted words.
4. Advise students to use any clues they can find in the text or any knowledge they have of the topic or language to try to discover what the missing words are.
5. Ask students to explain why they think a particular word fits the blank in the sentence. If there is more than one suggestion, students can discuss reasons for each choice and decide which suggestion is best. The sharing of ideas and of interpretation strategies is an important aspect of this instructional method.

Cooperative Learning Activities

→ **For more information ...**

Chapter 4
Using Collaborative Learning

Cooperative learning involves students working in small groups to complete tasks or projects. Tasks are structured so that each group member contributes. Success is based on the performance of the group rather than on the performance of individual students.

Cooperative learning stresses interdependence and promotes cooperation rather than competition. Establishing and maintaining cooperative group norms develops the concept of a community of learners.

©Alberta Education, Alberta, Canada

Cooperative learning activities play an important role in increasing students' respect for, and understanding of, one another's abilities, interests and needs. These activities promote risk taking and team building and develop group responsibility and social skills. Cooperative group work provides opportunities for students to take an active role in the language acquisition process, while allowing the teacher to be a "guide on the side."

Possible Student Learning Strategies:	
Social/Affective	• Initiate and maintain interaction with others • Work cooperatively with peers in small groups • Work with others to solve problems, and get feedback on tasks
Interactive	• Interpret and use a variety of nonverbal cues to communicate • Repeat part of what someone has said to confirm mutual understanding

Tips for Cooperative Learning Activities

1. Create small, diverse groups to allow students to learn from one another's strengths and abilities.
2. Structure groups so success depends on each group member being responsible for some part of the task. Assign roles within each group. Rotate roles so that all students have the opportunity to experience each role.
3. Discuss and model collaborative skills, such as listening, allowing others to speak, asking for help, reaching consensus and completing a task within the allotted time. Provide opportunities for students to practise these skills and to receive feedback and reinforcement.
4. Allow students time to evaluate the cooperative learning process, both individually and as a group.

⊙ Brainstorm Carousel

Brainstorming allows students to share their ideas in a collective manner. Ideas flow and build on one another as the group generates many ideas on a specific topic. The brainstorming process develops student vocabulary and creates an environment that encourages respect for others, as judgement is suspended on all the ideas presented.

In the "carousel" approach to brainstorming, students are divided into groups of four to six, depending upon the number of subtopics. Each group is provided with one sheet of chart paper and a different coloured marker so group contributions can be tracked by colour. Each group writes down as many ideas as possible on their designated subtopic within a set period of time. Students then pass their chart paper to the next group. The groups review the ideas of the previous group and add their own. The chart paper circulates through all groups until it returns to its original group.

©Alberta Education, Alberta, Canada

⊙ Corners

In a corners activity, students express opinions and listen to the different points of view of their classmates. This helps to promote understanding of, and respect for, others.

To begin, the teacher announces what each corner of the room will represent. Actual objects or pictures can be placed in each corner to facilitate recognition. The teacher asks a question and has students think about the question and decide which corner best represents their thinking or their answer to the question. Students then go to the designated corner and discuss their answers with the other students who chose that corner. A spokesperson from each corner is chosen to summarize and present the ideas discussed.

Example

When discussing holidays and celebrations, place a symbol representing a different celebration in each corner of the room—a Christmas ornament, a picture of a birthday cake, an Easter basket and Family Day circled on a calendar page. Ask a question such as: *Which is the most important celebration/holiday for you and why?*

Students move to the holiday/celebration corner they feel is most important. The students in each corner discuss their ideas, then listen to and paraphrase ideas from all the other corners.

⊙ Eight Square

This instructional strategy is useful for accessing and reviewing background knowledge and is particularly beneficial for students experiencing difficulty, as they are exposed to the information over and over again.

Eight-square activities function like a scavenger hunt. Students are given a piece of paper divided into eight squares, each of which identifies a specific piece of information to look for. The eight squares can reflect questions about language, food, arts or any other element of the culture being studied. Students must then circulate around the room, seeking out classmates who can provide the information requested and sign the appropriate square. Finally, the teacher calls on a student to share the name and information from one square of his or her paper with the class. The person whose name appears in the square will be the next to share with the class. Individual students can be called on only once.

©Alberta Education, Alberta, Canada

Example:

Find someone who can:			
name the letters of the Italian alphabet	name three body parts in Italian	name four family members in Italian	sing you a simple song in Italian
identify a difference between his or her first language and Italian	name two modes of transportation in Italian	name three items of clothing in Italian	name a strategy for remembering new vocabulary

⊙ Focus Trio

Focus trio is used with oral comprehension (audio or video segments, guest speakers) or with written comprehension activities. It allows students to anticipate or predict the content of a presentation or text based on their previous knowledge. This strategy helps to build confidence and risk-taking behaviour.

Students are divided into groups of three. Trios are asked to write down what they already know about the topic or questions that they think will be answered. When they hear or read the text, students verify their predictions and write down any new information they find interesting. After the presentation, they discuss predictions and new information. A class discussion may follow.

⊙ Informal Groups

Pairs or small groups are quickly formed to do a specific task in a short period of time. Students could brainstorm lists of words or ideas; express personal opinions on a film, a song or a current event; or give a brief report on learning strategies they have recently tried. They could share Italian culture–related Internet sites they found useful and interesting.

⊙ Inside–outside Circle

In this activity, students form two concentric circles with the two groups facing each other. Each student works with the person facing him or her to discuss, describe or practise. Students then rotate to the right or left around their circle and repeat the activity until everyone has shared several times with different partners. The same procedure can be used for students to develop and pose their own questions. This instructional strategy is an effective way to encourage every student to participate while teaching skills and concepts that may require varying degrees of repetition for mastery, such as vocabulary acquisition and grammar.

©Alberta Education, Alberta, Canada

Example

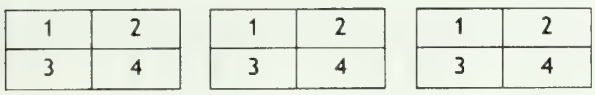
Each student is given a picture card with an illustration of an item from a lexical field, such as family, body parts, animals or holidays. On a cue from the teacher, students rotate several places to the left or right and present their picture cards to their partners. Each student attempts to name the item depicted on the other's card. If a student is unable to answer, his or her partner provides the answer.

To allow for varying developmental levels, include the text on the back of the card and provide each student with a developmentally appropriate vocabulary to ensure that all students have learned at least one new vocabulary item.

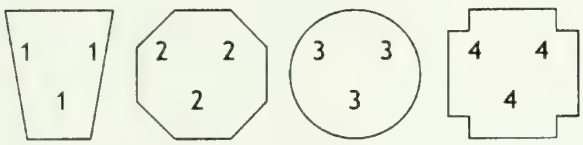
⊙ Jigsaw

Jigsaw is a strategy for organizing cooperative learning groups to share the workload on larger projects.

The teacher divides students into groups of four. These groups will be the students' home groups. The teacher explains the project, outlines student responsibilities, explains the skills that are to be developed and clearly explains how students will be assessed. Within the home groups, each student agrees to a particular role and becomes the "expert" on that role for the group.



The experts on the same topic for each home group then come together to form expert groups. In their expert groups, they work on their particular aspect of the project and decide how to present or teach this to the other members of their home groups.



Once students finish in their expert groups, they return to their home groups. They use what they have learned and teach it to the other group members, remaining the expert on that role for their groups.

Jigsaw activities can help students explore program outcomes that relate to historical and contemporary elements of the culture and outcomes that focus on using strategies to maximize the effectiveness of their learning.

Tip for Jigsaw Activities

As groups work, observe student progress, record your observations for feedback and intervene to assist if needed. Encourage the group members to solve any problems collaboratively.

⊙ Numbered Heads

This strategy is effective for reviewing material, checking for knowledge and comprehension, and tutoring. It develops team-building skills and provides a safe risk-taking environment, since the group is challenged to arrive at a consensus. This activity can be less threatening for students who are shy or have weaker oral skills than their classmates.

Students are organized into groups of four, and the group members number off from one to four. Students are asked a question and are given time to collaboratively come up with an answer. The teacher calls out a number from one to four. The person assigned that number in each group raises his or her hand or stands up. The teacher randomly selects one of these students to answer. If the answer is incorrect, the teacher calls on another of the selected students to give an answer.

⊙ Round Robin

Students are divided into groups of four. When the signal to begin is given, each student, in turn, contributes an idea orally—a word, phrase or sentence.

Example

Students are grouped into fours and asked to name the twelve months of the year. The first student starts by saying *gennaio* (January). The next student would follow by saying *febbraio* (February) and so on until all twelve months have been named. Each student could then be asked to identify his or her favourite month.

⊙ Think–Pair–Share

In a think–pair–share activity, students think individually, turn to a partner and discuss in pairs (or trios) and then share responses with the large group. This type of sharing allows for flexibility and can easily be used throughout learning activities. Think–pair–share activities usually ask students to summarize, question or clarify ideas. All students are accountable for listening actively and contributing to the group and/or the class, making this strategy valuable for students who rarely participate or for those who find active listening difficult. Also, as they share in pairs or in trios, students are exposed to peer models of language response and social behaviour.

⊙ Three-step Interview

This strategy maximizes student participation and is useful for predicting, hypothesizing, providing personal reactions, reinforcing content and summarizing learning.

The teacher divides students into groups of four and then into pairs. Partner A interviews Partner B. Then the students reverse roles. Each student, in turn, shares with the group what he or she has learned in the interview.

©Alberta Education, Alberta, Canada

⊙ Three-to-one Technique

In the three-to-one technique, the teacher poses questions that allow at least three possible answers. In trios, each student gives one possible answer and a recorder for the group writes down the responses. Students with learning difficulties might respond with only one word but are still able to contribute to the group. The teacher then asks a follow-up question that challenges the students to agree on one best answer by discussing and possibly combining ideas. Each member must agree on the selected answer and be able to justify the answer to the class (Bellanca and Fogarty 1990).

Demonstration

Through demonstration, teachers discuss and model particular skills or processes that help students acquire procedural knowledge; e.g., taking students step-by-step through the writing process or a particular learning strategy.

Possible Student Learning Strategies:

Interpretive

- Determine the purpose of listening
- Listen or look for key words
- Infer probable meanings of unknown words or expressions from contextual clues

Example

Demonstrate how to play a traditional game, how to introduce a student to the class and so on.

Didactic Questions

Didactic questions ask for facts that focus on one topic. Effective didactic questions check for learning, tap into previous learning and encourage creative thinking. They often begin with *who*, *what*, *where*, *when* or *how*.

Possible Student Learning Strategies:

Interpretive

- Make connections between texts on the one hand and prior knowledge and personal experience on the other
- Summarize information gathered

Forming Learning Groups

Depending upon the nature of the task or the activity, the class can be divided into pairs, trios, quads and so on. The pairs or groups can be formed at random or can be predetermined. Once in pairs or groups, various group roles can be assigned, again at random or predetermined before the activity or task begins.

©Alberta Education, Alberta, Canada

⊙ Chalkboard List

This is a good strategy to use when students are finishing their work at different times. As students complete one assignment, they write their names on the chalkboard. When three names accumulate, they form a new group and move on to the next activity.

1. Michelle	1. Eric	1.	1.
2. Sam	2. Megan	2.	2.
3. Rain	3.	3.	3.

⊙ Pairing Up Partners

Partners can find each other by following a matching process. Teachers can use sets of cards with categories such as:

- opposites
- synonyms
- word associations
- first and last names
- one half of a shape or a picture.

⊙ Random Groups

Students number off or they draw names, shapes, puzzle pieces or toothpicks out of a bag or hat. The matching process can also be used with categories such as:

- one's birthday month
- cities
- provinces
- seasons
- weather expressions
- various forms of a conjugated verb
- clothing
- playing cards.

Gallery Walk

Gallery walk (Brownlie and Close 1992) is a process by which students use observation skills to gather data and draw conclusions about a topic. Gallery walk is frequently used with other learning strategies to allow students to view others' work, including representations, and process the content in preparation for further discussion or consensus building.

Tips for Gallery Walk Activities

1. The teacher or students construct displays representing various aspects of a topic. Displays may also be the result of individual student or small-group inquiries on a topic. One person serves as the curator and remains to explain the display.
2. Students are paired and directed to visit displays located around the room. Students are to observe the displays carefully, talking with their partners and recording their observations and the important points of their discussion. They then move on to the next display and repeat the procedure.

©Alberta Education, Alberta, Canada

3. Students review their observation notes and then make individual lists of what they think are the most important observations.
4. Each student shares his or her individual list with someone other than the original partner and negotiates with a new partner to create a common list.
5. Each pair of students finds another pair of students and negotiates a common list for that group.
6. Follow-up might include written summaries, whole-class consensus or short oral feedback sessions.

Games

→ For more information ...

Danesi, Marcel. *A Guide to Puzzles and Games in Second Language Pedagogy*. Toronto, ON: OISE Press, 1985.

Once students have developed a level of comfort with the new language and environment, games can be an effective means of learning new vocabulary, reinforcing concepts and assessing literacy skills. It is important to develop a variety of games, for storage in learning centres, that involve the whole class, small groups, partners, individuals, teacher direction and independent use. Games are often:

- interactive
- cooperative
- competitive
- fun
- clearly defined by rules
- over at a predetermined point.

Some examples of games frequently played by second language learners are Simon Says, Around the World, Draw a Stickman, Go Fish and Twenty Questions.

Possible Student Learning Strategies:

Social/Affective

- Understand that making mistakes is a natural part of language learning
- Be willing to take risks and to try unfamiliar tasks and approaches
- Work cooperatively with peers in small groups

Tips for Games Activities

1. Target a particular language concept, such as a lexical field, a grammatical structure or a specific application, as the academic focus of the game.
2. Focus as much as possible on student-to-student interaction.
3. Allow for errors and lots of practice.
4. Use games to support what is being taught in class.

© Alberta Education, Alberta, Canada 2009

Gouin Series (Echo-acting)

For this strategy, the teacher prepares a series of six to eight short statements describing a logical sequence of actions that takes place in a specific context; e.g., getting up in the morning, cooking a meal, using the library, making a telephone call. These statements should all include action verbs and use the same tense and the same person throughout. The teacher presents the statements to the class orally, accompanying them with pantomime of the actions involved. The class responds first through mimicking the actions involved and later by imitating the statements while doing the actions. For example:

- I get up in the morning.
- I stretch.
- I walk to the bathroom.
- I brush my teeth.
- I comb my hair.
- I walk into the bedroom.
- I make my bed.
- I get dressed.

In preparing a Gouin series, it is useful to have simple props and visuals for at least some of the activities.

Graphic Organizer Activities

➔ For more information and blank templates ...

Appendix D

Graphic organizers can help students understand a concept and reduce the load on their short-term memories. Displaying a concept visually enables students to focus their attention on language development. Graphic organizers link the language and content, often forming a bridge to knowledge that the student may already have in his or her first language.

Using a graphic organizer to teach new concepts is an effective way to engage students in discussion and have them learn essential vocabulary in a meaningful context.

Initial teaching about the use of graphic organizers should always include teacher modelling and discussion about the role of graphic organizers in helping students organize their thinking and in providing a base of information. For example, when showing students the process for using a genre map to analyze a mystery, a teacher should read a mystery to the class and help students identify on a large genre map at the front of the class the mystery, the events, the main suspects and the reasons for the suspicion. The teacher should discuss the key elements of a mystery and how relationships in a mystery might be represented. Students could then read a short mystery and complete their own maps. Further scaffolding might be accomplished by giving students a partially completed map or by providing support in picking out and placing information on the map.

©Alberta Education, Alberta, Canada

After classroom practice with a variety of graphic organizers, students should be able to choose appropriate organizers related to their purpose, to explain their choices and to use organizers effectively; e.g., they might:

- use webbing during a brainstorming activity to record thoughts in preparation for narrowing the topic
- use a compare and contrast map, such as a Venn diagram, for comparing climates or when comparing two versions of a story.

Possible Student Learning Strategies:

Cognitive	• Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember • Look for patterns and relationships • Use available technological aids to support language learning
Social/Affective	• Participate actively in brainstorming and conferencing as prewriting and postwriting exercises

⊙ Brainstorming Webs

➔ For a blank template ...

Appendix D

Brainstorming is effective for generating lists of ideas and creating interest and enthusiasm for new concepts or topics. Students can also use brainstorming to organize their knowledge and ideas. Information gathered during brainstorming can serve as a starting point for more complex tasks, such as projects, outlines, mind maps or decision making.

Tips for Brainstorming

1. Accept all statements. Emphasize quantity rather than quality.
2. Prohibit criticism—all ideas are accepted no matter how outrageous or far-fetched.
3. Do not allow discussion except for clarification.
4. Encourage participants to build on others' ideas.
5. Set a time limit.
6. First generate ideas and then combine and order them.
7. Brainstorming in Italian may not be possible until students develop a level of proficiency that allows them to express their ideas.

⊙ Concept Map

Concept mapping can help students visualize how ideas are connected and lead to understanding of linguistic relationships and how knowledge is organized. The concept mapping process can improve students' oral communication, comprehension and problem-solving skills. Concept maps identify key ideas to be learned and can be used to facilitate the learning of these key ideas, to review subject matter or to summarize a unit or a lesson. When developing a concept map, the teacher and students identify a set of concepts associated with a selected topic. Concepts are ranked in related groups from general to specific. Related concepts are connected and the links can then be clarified with pictures, visuals or with Italian words, phrases or sentences.

©Alberta Education, Alberta, Canada

⊙ Decision Making (PMI Chart)

➔ For a blank template ...

Appendix D

Students can use Plus, Minus and Interesting information (PMI charts) to compare and contrast situations, ideas or positions. PMI charts give students a format for organizing information and evaluating their knowledge and ideas. For more information, see the PMI chart instructions in Appendix D.

⊙ Decision Making (What I Have, What I Need)

➔ For a blank template ...

Appendix D

A decision-making model such as What I Have, What I Need offers a step-by-step process that encourages students to look for more than one solution, choose the best alternative and develop an action plan for implementing their decision. By breaking down decision making into specific steps and taking the time to generate a variety of possible decisions, students at any grade level can become better, more creative decision makers.

⊙ Flowchart

Flowcharts graphically depict a sequence of events, actions, roles or decisions. They foster the development of logical and sequential thinking and promote the development of organizational and planning skills. Flowcharts can provide a useful outline for writing.

⊙ Idea Builders

➔ For a blank template ...

Appendix D

Idea builders create a context for introducing or clarifying new concepts, such as developing an understanding of a particular value. They are especially helpful for English as a second language students or students with special needs who require support in understanding new concepts. Idea builders encourage students to:

- make connections between what they know and what they will be learning
- gather information related to a concept by identifying essential and nonessential characteristics or examples
- examine concepts from multiple perspectives
- develop inductive and divergent thinking
- focus their attention on relevant details.

⊙ KWL Charts

➔ For a blank template ...

Appendix D

KWL is a brainstorming strategy that encourages students to be active learners. Students begin by creating a chart with three columns. In the first column, students record the information they already **K**now about the topic. In the second column, students write a list of questions they **W**ant to answer about the topic (these questions provide the focus for reading). In the third column, students record the information they have **L**earned about the topic.

Tips for Using KWL Charts

1. Students read or listen to a text or watch a visual presentation. List on the board, under "what we Know," information students know or think they know about a selected topic. Next, list questions students want to answer about the topic under "what we Want to know."
2. While researching, participating in a field trip or otherwise investigating a topic, students are asked to keep in mind the information listed under "what we Want to know."

©Alberta Education, Alberta, Canada

3. After the investigation, students identify what they learned, and that information is listed under "what we Learned." Students complete the activity by contrasting the information listed under "what we Learned" with that listed under "what we Want to know."
4. Information gathered in a KWL chart can facilitate learning log reflections and goal setting for students.

⊙ Mind Maps

➔ For more information ...

Appendix D

Mind maps are an easy way to represent ideas by using key words, colours and imagery. Their nonlinear format helps students generate, organize and see connections among ideas. Mind maps integrate logical and imaginative thinking and create an overview of what students know and think about a topic. Webs are simple mind maps. Adding pictures, colours and key words transforms them into more powerful tools for learning, for remembering and for generating ideas.

⊙ Story Maps

Story maps are graphic representations of key story elements: character, plot, problem or goal, mood, setting, theme and resolution. They provide visual outlines that help students to understand story elements and plot development and to remember story content.

Tips for Story Map Activities

1. Review key story elements: plot, character, mood, setting, conflict, theme and resolution. These elements can be recorded on an overhead transparency or the board in chart form or in the form of a story map.
2. Students listen to or read a story or view a movie. Provide students with a template for a story map. Students fill in the key information as you model the process. Remind students that only the major events are to be recorded.
3. Model with older students how to use the key information to determine the theme. Have students record the theme in the appropriate space on the story map. Once students are familiar with story maps, they will be ready to use them on their own to analyze stories they read or movies they view.

⊙ Triple T-chart

➔ For a blank template ...

Appendix D

T-charts can be used to help students organize their knowledge and ideas and see relationships between pieces of information. T-charts can have two, three or more columns. As students explore core values, T-charts can be used to create visual pictures of what those values look, sound and feel like. T-charts can also be used to explore social issues, compare and contrast different situations, or investigate two or more aspects of any character and citizenship topic.

⊙ Venn Diagram

➔ For a blank template ...

Appendix D

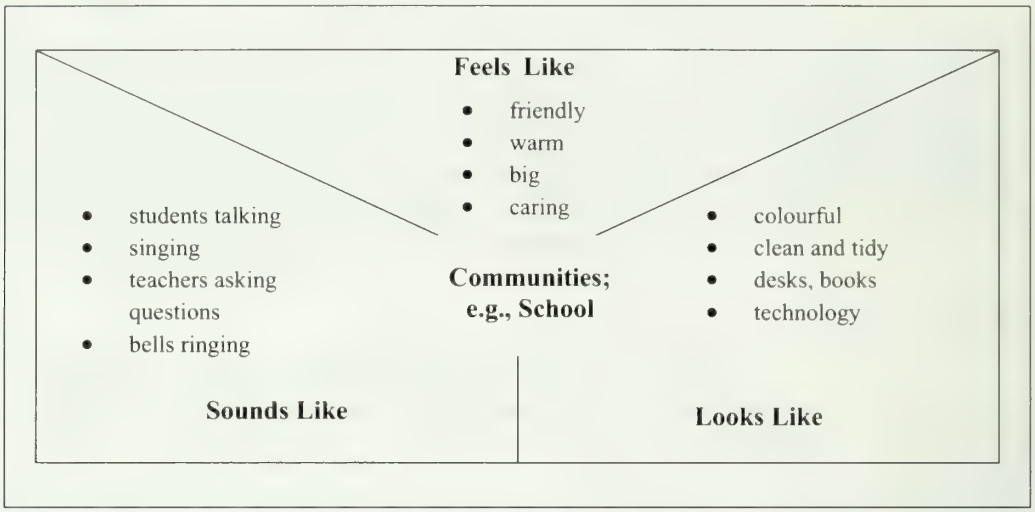
A Venn diagram provides an effective framework for comparing and contrasting. For more information, see the Venn diagram instructions in Appendix D.

⊙ Y-charts

➔ For a blank template ...

Appendix D

Y-charts are graphic organizers that serve to organize ideas about what a particular topic sounds like, feels like and looks like. For example:



Group Roles

➔ For a blackline master ...

Appendix C
Group Roles Organizer

The roles in a cooperative learning group depend on the task. Before assigning roles, the teacher reviews the task and determines what roles are necessary for the group to be successful. Roles could include the following:

Checker	Ensures that everyone understands the work in progress.
Encourager	Encourages everyone in the group to contribute, and offers positive feedback on ideas.
Materials Manager	Gathers the materials necessary to complete the task. At the end of the task, the materials manager returns the materials and turns in the group's work.
Observer	Completes a checklist of skills and strategies used for the group.
Questioner	Seeks information and opinions from other members of the group.
Recorder	Keeps a written record of the work completed.
Reporter	Reports on the group's work to the rest of the class.
Timekeeper	Watches the clock and makes sure the group finishes the task within the time allotted.

When introducing roles to the class, the teacher explains and models them. Students are given opportunities to practise the roles. The teacher emphasizes that all roles are equally important and contribute to the success of the group.

©Alberta Education, Alberta, Canada

Cooperative learning creates opportunities for students to learn and apply important social and communication skills. It enhances perspective, encourages higher-level reasoning, creates social support and provides opportunities for students to participate in meaningful, thoughtful activity.

⊙ Random Roles

In Random Roles, the teacher passes out role cards to each group member or distributes coloured candy, shapes, buttons, beans or any collection of objects, where each object represents a particular role.

⊙ Group Assessment

➔ For more information ...

Chapter 7

There is some debate regarding the assignment of a group mark for cooperative learning activities. Spencer Kagan argues against using a group achievement mark for the following reasons.

- If grades are partially a function of forces out of students' control, such as who happens to be in their group, that sends students the wrong message.
- Group marks violate individual accountability if individual students find ways to manipulate situations to their advantage.
- Group achievement marks are responsible for parent, teacher and student resistance to cooperative learning.

Rather than awarding group achievement marks, Kagan suggests that teachers provide feedback in written form on students' cooperative learning skills. Kagan believes students will work hard if they know in advance that such feedback will occur. He also suggests that teachers ask students to set their own goals and to use self-assessment to promote learning and improve social skills.

Independent Study

➔ For more information ...

Chapter 5
Independent Study

Independent study can develop skills that enable students to become lifelong learners. The student or the teacher may initiate independent study activities that develop sound independent study habits. Students may work with a partner, as part of a small group or alone. Independent study activities can be used as a major instructional strategy with the whole class, or in combination with other strategies. Such activities can be used with one or more individuals while the rest of the class is involved in another strategy.

Possible Student Learning Strategies:

Cognitive	• Find information, using reference materials such as dictionaries or textbooks
Metacognitive	• Be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly • Keep a learning log • Make choices about how you learn

---

Group Assessment: Adapted from Spencer Kagan, "Group Grades Miss the Mark," *Educational Leadership* 52, 8 (May 1995), pp. 70, 71. Used with permission. The Association for Supervision and Curriculum Development is a worldwide community of educators advocating sound policies and sharing best practices to achieve the success of each learner. To learn more, visit ASCD at www.ascd.org.

Tip for Independent Study

Assessment of the abilities students already possess is important before independent study begins. Specific challenges can be incorporated into independent study assignments to build upon and further develop individual capabilities.

Information Gap Activities

In information gap activities, students exchange information to solve a problem, gather information or make decisions. These activities can be done in pairs, be teacher-led or involve groups of students. They may be highly structured or fairly open-ended and are often used to reinforce previously learned vocabulary and structures.

Ideally, information gap activities are as close to real life as possible, using questions and answers the same as or similar to those found in real-life situations. Students will then have a purpose for exchanging information; e.g., a task to complete, a puzzle to solve or a decision to make.

Possible Student Learning Strategies:

Social/Affective	• Work with others to solve problems, and get feedback on tasks
Interactive	• Indicate lack of understanding verbally or nonverbally

Information Gap Activity Example

1. Organize students in pairs, and identify and review vocabulary and structures that are needed to complete the activity. For example, the activity could use a basic question structure and the vocabulary associated with the objects found in a classroom.
2. Provide Student A with a picture depicting a familiar scene, such as the inside of a classroom. Provide Student B with a picture of the same scene with some alterations; e.g., objects added or missing. Students ask each other questions in Italian to determine which objects are missing from their own picture. Students sketch in objects they discover are missing from their own picture. Once complete, students assess the accuracy of their communication by comparing their pictures.
3. Circulate through the classroom while the activity is in process. Record anecdotal notes of how each individual is demonstrating the development of skills in relation to the defined learning outcome(s). Notes should be ongoing through several classes to allow for tracking of skill development and identification of any challenges a student might encounter.

©Alberta Education, Alberta, Canada

Interviews and Surveys

Interviews and surveys can be conducted on almost any topic and aim to facilitate the development of the language through application. They can be used to determine and report the frequency of particular responses to specific questions posed to a defined sample of people. Information collected may be strictly factual (e.g., month and year of birth, number of people in the family or the group that you live with) or it could be more subjective (e.g., likes and dislikes, opinions on a specific topic). Simple factual surveys are recommended for beginners.

Possible Student Learning Strategies:

Interactive

- Interpret and use a variety of nonverbal cues to communicate
- Ask for clarification or repetition if you do not understand

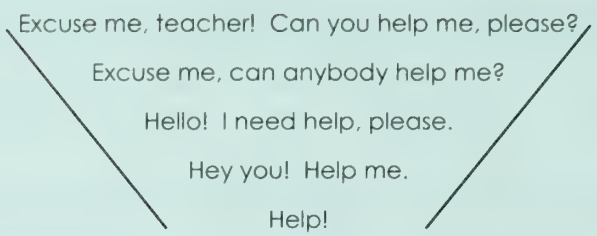
Tips for Interviews and Surveys

1. **Prepare**: Review the procedure with the class. Explicit teaching or review of structures for asking questions may be needed.
2. **Plan**: Collaboratively decide the purpose of the interview or survey and if questions will be oral or written. Formulate questions to ask, choose the sample of people to survey, and divide the work among the students.
3. **Collect Data**: The interview/survey is conducted in the manner agreed upon; e.g., in person interviews (preferable for beginners), surveys by phone or e-mail, surveys on paper.
4. **Organize and Display Data**: Once data has been collected, it should be compiled and displayed. Results are often displayed by using a graph. The type of graph used will vary with the age and mathematical understanding of the students. With advanced planning, an interview/survey activity can be integrated with a topic from mathematics class.
5. **Summarize, Analyze and Interpret Data**: For simple factual interview/survey results, these steps are relatively easy. If information about opinions or values has been gathered, there is more opportunity for discussion and differing interpretations. Students may present their interpretations orally or in writing.

Language Ladders

Creating language ladders is an effective strategy for teaching essential classroom language. Using direct instruction, essential language phrases are taught, usually one each day. These phrases usually represent a series of different ways to express a similar idea or need, often in different registers, degrees of politeness or social context; e.g., different ways of greeting people or giving praise or encouragement to group members. Language ladders are posted on the wall with accompanying visual cues, and language phrases are always grouped (like the rungs of a ladder) to show their relationships and to assist students in remembering their meanings.

Example: Language Ladder



Possible Student Learning Strategies:

Cognitive
- Group together sets of things—vocabulary, structures—with similar characteristics
- Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember

Productive
- Use words visible in the immediate environment

Learning Logs

➔ **For more information ...**

Chapter 7
Learning Logs

A learning log is usually a single notebook with various sections that provide places for students to journal (reflect) and log (record with purpose).

Students record their personal reflections, questions, ideas, words or expressions to remember, or the feelings they have about experiences in class. Ideally, such reflective thinking and writing is done on a regular basis and the teacher responds with oral or written advice, comments and observations.

Learning logs are usually more objective, providing a place to record observations on learning activities, lists of books read or films watched, or notes on learning strategies.

Until students develop an appropriate level of proficiency in Italian and in reflective thinking and writing, they will need teacher guidance and will likely reflect in English. The transition to using more Italian and more independent reflection is made over time. Once the transition is made, reflecting becomes a strong and meaningful context for students' Italian use.

If students have little experience in reflective writing, it is a good idea for the teacher to model the process by doing a collective journal on large chart paper. The teacher can begin by discussing the reasons for keeping a journal and ways that the journal can be used, so students understand the purpose and the process.

©Alberta Education, Alberta, Canada

Tips for Learning Logs

1. Ask specific questions to guide students. Provide suggestions for topics.
2. Provide regular opportunities for students to write in their learning logs—perhaps a few minutes before or after an activity or at the end of each week.
3. Students choose whether or not to share their journal entries with the teacher or their fellow students. If students decide to share part or all of their journals, teachers can respond individually with questions or comments to extend thinking. **Since the primary purpose of a journal is not to practise writing, teachers should not correct the grammar, spelling or punctuation in student journals.**
4. Encourage students to regularly reread what they have written in their journals and reflect on what they have written.
5. If students are having difficulty expressing their thoughts in words, suggest that they add drawings or other visual representations to express meaning.

Students benefit from discussion about what they are learning, why they need to know specific aspects of the language or culture, and how they are learning. The discussion helps students develop the language they need to write effectively about their learning.

Teachers should encourage students to retell, relate and reflect by looking back, looking in and looking forward.

Looking back (Retell)
What activities did we do?
What did I learn?
What strategies did I use during the activities?

Looking in (Relate)
What did I like or dislike about the learning experience?
How does what I learned relate to what I already knew?
What questions or concerns do I have about what I learned?

Looking forward (Reflect)
What would I like to learn more about?
What goals could I set for myself?
How might what I learned help me in the future?

Possible Student Learning Strategies:

Metacognitive

- Reflect on learning tasks with the guidance of the teacher
- Reflect on the listening, speaking, reading and writing process
- Keep a learning log
- Be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

© Alberta Education, Alberta, Canada 2009

Mini-lessons

Short lessons can efficiently deliver small amounts of information to students, such as aspects of culture or a grammatical structure. Mini-lessons are effective when they are limited to 10–15 minutes. Teachers can incorporate group discussion and/or demonstrations and feature visual aids such as overhead transparencies or posters.

Possible Student Learning Strategies:

Cognitive	• Listen attentively
Metacognitive	• Listen or read for key words • Be aware of the potential of learning through direct exposure to the language

⊙ Turn and Talk

In this strategy, students turn to a neighbouring student and discuss the mini-lesson they have just heard. They summarize the content of the lesson, using a graphic organizer such as a concept map, a Venn diagram or a flowchart. The teacher specifies the organizer that best suits the topic or the content of the lesson, or discusses with students which graphic organizer they think would work best and why. The resulting summaries are discussed as a class, and a master organizer summary is collaboratively developed on the board.

Reading Instructional Strategies

⊙ Author's Chair

During author's chair activities, students read aloud their written drafts or compositions to their classmates. Listeners provide positive comments and constructive feedback to the author to assist future writing efforts. Writing is usually shared with the entire class, but occasionally authors read to small groups. A special chair or area of the classroom may be designated for this activity.

Tips for Author's Chair

1. Have the author face the audience and read a draft or completed composition. Have the author share accompanying illustrations and explanations with the audience. The audience uses active listening skills to convey respect for, and acceptance of, the author's efforts.
2. Have the author request comments or feedback about the piece from the audience. Encourage audience members to make positive comments related to the events, characters or specific language used in the writing. Encourage the author to ask questions about the clarity and effectiveness of the writing as well as the use of language. Have the audience offer suggestions for revision or considerations for future work.

⊙ Comprehension

Students learn comprehension skills and strategies in a variety of situations while accessing different levels of text and different text types. The focus of guided comprehension is on direction, instruction, application and reflection.

To assist with student comprehension, teachers can provide focused instruction of comprehension skills and strategies, such as:

- previewing
- self-questioning

©Alberta Education, Alberta, Canada

- making links to self, text and others
- visualizing
- using graphophonic, syntactic and semantic cueing systems
- monitoring, summarizing and evaluating.

⊙ Read-aloud

During read-alouds, teachers read to the whole class or to a small group, using material that is at the listening comprehension level of the students. The content of the reading may focus on a topic related to a curriculum outcome in another subject area, such as mathematics, science or social studies.

Reading aloud to students helps them develop a love of good literature, motivation to pursue reading on their own and familiarity with a variety of genres, including nonfiction. It provides them with new vocabulary and contributes to their oral and written language development. Reading aloud should occur frequently to stimulate the students' interest in books and reading.

⊙ Readers' Theatre

Readers' theatre activities encourage students to work cooperatively by taking turns. These activities also support the development and practice of oral language skills by promoting pronunciation, intonation and oral language fluency. In readers' theatre, students read aloud from scripts. They do not require special costumes, sets, props or music. Readers' theatre can be done as a whole class, in small groups or with partners.

Tips for Readers' Theatre Activities

1. Choose an appropriate story or script. Look for lively dialogue, clear prose, balance of parts and an appealing theme. After some practice with scripts, students can adapt a story or poem of their choice.
2. Read the story or script to students. Older students can take turns reading aloud.
3. Discuss and reflect on the story, characters and author's intent or theme. For example: What did you think about the story? Why? How do you think the characters felt? How do you know what they were feeling? Why do you think they acted the way they did? How do you know? Can you give examples from the story?
4. Assign parts, or have students volunteer, and distribute scripts. Let many students play each part in turn. Write scripts on chart paper or on an overhead transparency so students can be free to use hand movements and mime. Colour-code parts so that students can find them easily.
5. Read through the script. Allow students to ask questions, make comments or react to the story. Discuss voice projection, intonation, good vocal expression, facial expression and gestures.
6. Have students practise the script as a whole group or in pairs. In readers' theatre, narrators often stand and characters sit.
7. Share the readers' theatre with others.

⊙ Shared Reading

In shared reading, teachers guide the whole class or a small group in reading enlarged text that all the students can see; e.g., a big book, an overhead, a chart or a poster. The text can be read several times, first for the students and then with the

students joining in. Shared reading involves active participation and considerable interaction on the part of students and teachers.

Shared reading provides an opportunity to model effective reading, promote listening comprehension, teach vocabulary, reinforce letter-sound relationships and concepts about books and print, and build background knowledge on a range of subjects.

⊙ Storytelling

Storytelling activities provide opportunities for students to tell stories by using their own language rather than reading from a text. Students may retell familiar stories, or they may choose to tell stories they have read or written.

⊙ Total Physical Response Storytelling

In total physical response (TPR) storytelling, students use the vocabulary they have recently learned in the context of entertaining, content-rich stories.

Possible Student Learning Strategies:

Interpretive	• Use gestures, intonation and visual supports to aid comprehension • Listen or look for key words
Productive	• Use nonverbal means to communicate

Tips for TPR Storytelling

1. **Teach and Practise Vocabulary**: Have students learn a selected group of vocabulary words through association with particular actions. Practise these actions with the students.
2. **Produce and Practise Vocabulary**: Once students know the vocabulary, have them pair up. One student reads the word and the other provides the corresponding gesture. Partners reverse roles and repeat.
3. **Perform a Story**: Narrate, aloud, a story that uses the various vocabulary words. As you narrate the story, students will listen and perform the actions to the vocabulary words when they hear them.
4. **Review the Story**: Ask students for their interpretations of the story they have just performed.
5. **Retell and Revise (Advanced)**: Students build upon the story, using their existing language skills to embellish the plot, personalize the characters and create revisions.
6. **Create Original Stories (Advanced)**: Students prepare and act out original stories, using the selected vocabulary.

Reflective Discussions

Reflective discussions encourage students to think and talk about what they have observed, heard or read. The teacher or student initiates the discussion by asking a question that requires students to reflect upon and interpret films, experiences, stories or illustrations. As students discuss information and events, they clarify their thoughts and feelings. The questions posed should encourage students to relate text content to life experiences and to other texts. Interpretations will vary, but such variances demonstrate that differences of opinion are valuable.

©Alberta Education, Alberta, Canada

Research Projects

Students may be involved in research projects individually, as partners or as members of small groups. Research projects are effective in developing and extending language skills. While doing research, students practise reading for specific purposes, recording information, sequencing and organizing ideas, and using language to inform others.

Research projects can motivate students through active participation, greatly increasing understanding and retention. Students teach one another by describing what they are doing. These projects ask students to use inductive reasoning. Students can also reflect on their experiences and apply what they have learned to other contexts.

A research model can be used to provide students with a framework for organizing information about a topic.

Possible Student Learning Strategies:

Cognitive	• Use previously acquired knowledge to facilitate a learning task • Use available technological aids to support language learning • Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
Interpretive	• Prepare questions or a guide to note down information found in a text

Role-play

Role-play and simulation use a natural learning strategy to explore different aspects of various topics. In role-play, students assume a role (a character, a real-life or imaginary person, or an animal) and are placed in a situation or context. They act as if they were someone or something else. They experiment with what it feels like to be in someone else's shoes and, ideally, develop empathy for that character.

Some props may be used, but generally there are no sets, costumes or makeup. Role-play may or may not involve writing a skit and then reading it or memorizing it for presentation. As students gain experience in role-play, they can take a more active role in planning and guiding the role-play activity.

Role-play is best used at the reinforcement or review stage of learning when students have a fairly good command of the vocabulary and structures but need some practice using them in relatively unstructured situations.

Possible Student Learning Strategies:

Metacognitive	• Rehearse or role-play language
Productive	• Use knowledge of sentence patterns to form new sentences

Tips for Role-play

1. **Outline the Situation**: Start by describing a problem to be solved, a conflict to be resolved or a situation involving an unforeseen element. An element of tension can draw students in and impel them to respond and take action. Begin by using fairly routine situations; e.g., asking for directions, ordering a meal in a restaurant or buying something in a store.
2. **Provide Time**: Give students time to explore/research their characters' backgrounds, beliefs, habits and opinions before they actually perform the role-play.
3. **Teacher Involvement**: Assume roles such as chairperson or spokesperson, guide the role-play and encourage students to participate.
4. **Reflection**: Provide a period of reflection following the role-play. Students describe what they experienced and how they felt. Guide the discussion by asking questions and making comments, encouraging the students to think about their experiences. Students may also respond by drawing pictures to express their reactions.

Rules of Sound Activities

Teachers can plan activities in which students learn the rules that govern the sounds that letters and letter strings make or do not make. The rules can be introduced directly (a bulletin board can be dedicated to this) and students can be walked through reading and spelling examples. Students can then apply what they have learned. The rules can help students with reading and speaking, but it is important for teachers to introduce rules slowly and strategically; e.g., introducing each rule only when it is relevant to other learning. Also, teachers might consider having students identify similarities and differences in "sound rules" between their first and second languages.

Possible Student Learning Strategies:

Productive	• Mimic what the teacher says
Interpretive	• Use knowledge of the sound–symbol system to aid reading comprehension

Sharing Circle

In sharing circle activities, the teacher and students sit in a circle and share their thoughts on events and experiences. Sharing circles encourage students' participation as students develop oral language and gain confidence through the sharing of personal responses and ideas.

It is important that the rules for sharing circles are discussed prior to the first sharing circle; e.g., "sit in a circle," "do not touch anyone," "one person speaks at a time."

Tips for Sharing Circle Activities

1. Sit comfortably in a circle with students so that everyone can see and participate.
2. Model the expectations and procedures before individual students begin to share their feelings about an event or experience. Validate all student responses.
3. It is acceptable for students to pass rather than give a response. Students take turns until all the students who wish to speak have spoken.

©Alberta Education, Alberta, Canada

Sketch to Stretch

Sketch to stretch (Short, Harste and Burke 1996) is a strategy that allows students to represent through drawing what they learned during reading, viewing or listening. Students who are not risk-takers often experience success with this strategy, and the strategy provides an opportunity for students with different learning styles to respond in different ways. Students see that others have different interpretations of a selection, and new meanings and insights are gained.

Tips for Sketch to Stretch

1. Students read, view or listen to a selection, either in a small group or as a class.
2. Explain to students that they can represent meaning in a variety of ways and experiment with different ways to represent meaning. Students think about what the story or video meant to them and draw a sketch.
3. Students share their sketches with their classmates. Give the students an opportunity to discuss the sketches and ask questions.

Slim Jims

Slim Jims are long, narrow pieces of paper that students use to record notes. Categories or headings relating to the topic are chosen and written on the paper. Details are recorded in point form as single words or simple phrases under the appropriate heading. This decreases the likelihood that students will copy whole sentences from reference material. The notes can then be used to write such things as reports, summaries and oral presentations.

Visual Imaging

The practice of imaging or mentally visualizing objects, events or situations is a powerful skill that assists students in constructing meaning as they listen and read. As students read and listen to others, they incorporate their knowledge and previous experiences to form images of situations, settings, characters and events. These images extend students' comprehension, enrich their personal interpretations and stimulate unique ideas for oral expression and/or writing.

Imaging provides an opportunity for students to vicariously experience what they hear, read and write.

Word Building Activities

Word building activities should be based on relevant vocabulary collected from reading, environmental print or lexical fields. In a simple word building activity, the teacher can take the letters from a longer word and scramble them. Students rearrange the letters to create smaller words that they record as they try to figure out the big word.

©Alberta Education, Alberta, Canada

⊙ Flash Cards

➔ **For more information ...**

Appendix B Vocabulary and Classroom Expressions

Most vocabulary words are learned through meaningful experiences (e.g., reading, environmental print), but it is still useful for students to spend some time working with words on flash cards. Initially, flash cards should display the words and associated pictures side-by-side, but later the flash cards can have pictures on the backs and then have no pictures at all. Students could also match word cards with picture cards. Flash cards are often used to teach nouns but can also be used for teaching verbs and adjectives. They should not be used to teach high-frequency words in isolation, as meaningful context is essential.

Possible Student Learning Strategies:

Cognitive
- Use mental images to remember new information
- Memorize new words by repeating them silently or aloud
- Place new words or expressions in a context to make them easier to remember

⊙ Making Words

In the Making Words activity, the teacher collects plastic letters, or prints letters on squares of paper, to spell basic three- or four-letter words, and collects or creates accompanying picture cards; e.g., the letters "*c*," "*a*," "*n*" and "*e*" for "*cane*" along with a picture of a dog to associate meaning with sound. In order, the teacher points to each letter, makes its sound and slides it into place until the word is formed. The teacher repeats this action a couple of times, speeding up each time until the sounds run together and the word is being said normally. Students repeat the teacher's actions as they make the letter sounds.

Possible Student Learning Strategies:

Metacognitive
- Make a plan in advance about how to approach a learning task
- Evaluate your performance or comprehension at the end of a task

Cognitive
- Look for patterns and relationships

⊙ Personal Dictionaries

Personal dictionaries consist of words that are familiar and significant to individual students. Word sources include dictated stories and captions, journals and other writing efforts, as well as the students' own oral vocabulary. For language learning, personal word banks or collections of key words are valuable resources for expanding students' reading and writing vocabularies. A personal dictionary could be developed throughout the year and kept in a section of the students' learning logs.

Personal dictionaries should be organized alphabetically or by lexical field. Each entry in a personal dictionary should include a translation in the first language, along with examples of its correct usage or a picture.

Possible Student Learning Strategies:

Cognitive
- Make personal dictionaries
- Place new words or expressions in a context to make them easier to remember

Metacognitive
- Check copied writing for accuracy

©Alberta Education, Alberta, Canada

⊙ Word Walls

To create an environment rich in language, the teacher can create a word wall that reflects developing vocabulary. Words can be posted in a way that allows them to be removed for reference or reorganization; e.g., sticky notes. The word wall can be used as part of regular language learning activities. For example, whenever a student asks for the meaning of an unfamiliar word or seeks a word to help express himself or herself, a word can be added. The wall can be organized and reorganized based on the instructional focus; e.g., by spelling pattern, lexical field, meaning, usage.

Possible Student Learning Strategies:

Cognitive	• Group together sets of things—vocabulary, structures—with similar characteristics
Productive	• Use words that are visible in the immediate environment

Using Technology in the Classroom

Information and communication technologies (ICT) are processes, tools and techniques that affect the way we can communicate, inquire, make decisions and solve problems. Information and communication technologies are used for:

- gathering and identifying information
- classifying and organizing
- summarizing and synthesizing
- analyzing and evaluating
- speculating and predicting.

Skills and processes involved in information and communication technologies can be related to learning strategies included in the Italian Language and Culture 10-3Y, 20-3Y, 30-3Y Program of Studies, in particular the cognitive strategies. For example:

ICT Skills and Processes	Cognitive Learning Strategies Examples
• gathering and identifying information	• find information, using reference materials
• classifying and organizing	• group together sets of things—vocabulary, structures—with similar characteristics
• summarizing and synthesizing	• use word maps, mind maps, diagrams, charts and other graphic representations to make information easier to understand and remember

Using technological aids to support language learning is also a cognitive language learning strategy suggested in the program of studies.

© Alberta Education, Alberta, Canada 2009

Italian language and culture students meet communication outcomes from the ICT curriculum as they access information in Italian through the Internet and as they exchange information and seek support and validation of their ideas through e-mails, chat rooms and discussion forums.

Under the guidance and direction of their teachers, Italian language and culture students meet foundational knowledge and operations outcomes by using ICT tools in appropriate ways and by understanding what tools can be best used for a specific task. For example, by using digital slide show software with multimedia features to present a project, students demonstrate knowledge of specific technology and use it in an effective way. Information and communication technologies not only allow teachers and students to use tools to enhance and/or support the learning of Italian but also provide opportunities to expand communication horizons that bring cultures and worlds together.

Teacher- and Student-oriented ICT Integration

Teachers are encouraged to consider different methods of integrating ICT in their planning and teaching; i.e., teacher-oriented integration and student-oriented integration.

Teacher-oriented Integration

As teachers face the challenges of meeting students' diverse needs and creating the best possible learning experiences for them, ICT tools and devices can be a useful support. ICT tools, such as databases and spreadsheets, allow teachers to plan and track student progress. Communicating with students is facilitated through e-mail, chat rooms and discussion forums. Electronically generated content can also be easily modified to meet the needs of individual students. Technology offers a wide range of possibilities for creating presentations with visual and audio components, and multimedia interactivity can be used to facilitate student practice and learning.

Student-oriented Integration

ICT can contribute to students' active participation in learning tasks. Online journals, blogs, personal Web sites and shared content through digital devices are examples of how students can use technology for learning. Italian-based keyboard devices are also available on the Internet and can be installed to access characters and fonts specific to the language.

©Alberta Education, Alberta, Canada

Suggestions for Using Technology in the Classroom

The following chart illustrates how various technologies can be used to teach specific outcomes in the classroom.

Technology	Specific Outcomes (10-3Y)	Suggestions for Using Technology in the Classroom
word processing	LC–1.3a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields S–2.3a. use simple productive strategies with guidance	• Students write and design brochures that describe their school, using graphics to enhance the design and to provide meaning.
spreadsheets	A–2.1a. express a personal response and simple preferences	• Students ask one another about their food preferences and create a spreadsheet to display the information.
draw/paint/ graphic applications	A–5.2a. use Italian creatively S–2.3a. use simple productive strategies with guidance	• Students create collages and other artwork, using electronic graphics and text.
Internet	GC–2.3a. explore and recognize similarities and differences between their own culture and other cultures S–1.1a. use simple cognitive strategies, with guidance, to enhance language learning	• Students search the Internet for information on Italian-speaking cultures, then share the information in group presentations.
e-mail	A–6.1a. exchange greetings and farewells; b. address a new acquaintance, and introduce themselves; c. exchange some basic personal information	• Students exchange e-mails with students from another Italian language and culture class in Canada.
multimedia applications	LC–1.3a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields	• Students use a CD–ROM Italian/English dictionary to look up words.
clip art/media clips	LC–2.3a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations	• Students examine a variety of Italian media clips.
audio equipment	LC–4.2a. recognize a variety of simple oral and print text forms	• Students listen to a variety of audio clips of Italian speakers from music, movies, television and so on.
video equipment	LC–3.5a. understand appropriate nonverbal behaviours S–2.3a. use simple productive strategies with guidance	• Students view videos in which Italian speakers use nonverbal behaviours; then students video-record themselves miming the behaviours.

©Alberta Education, Alberta, Canada

Technology	Specific Outcomes (10-3Y)	Suggestions for Using Technology in the Classroom
digital cameras	LC–1.3a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields S–2.3a. use simple productive strategies with guidance	• Students create booklets in which they include digital photographs of classmates and of various objects found in the classroom; e.g., desks, displays, books.

These technology devices and tools can be used to enhance existing lesson plans and can also be used as a basis for lesson plans. The sample lesson plan on the following page shows a lesson that integrates ICT outcomes.

©Alberta Education, Alberta, Canada

Sample Lesson Plan with ICT Integration

Lesson Title: *I libretti della nostra classe*

Date: *19 ottobre* **Class:** *Livello 10-3Y*

Outcomes

✦ Applications
A–1.1a. identify people, places and things
A–6.1b. address a new acquaintance, and introduce themselves
A–6.1c. exchange some basic personal information

✦ Language Competence
LC–2.2a. understand a series of simple written sentences from a variety of media in guided situations

✦ Global Citizenship

✦ Strategies
S–2.3a. use simple productive strategies with guidance

Possible Student Learning Strategies:
Use words that are visible in the immediate environment

Lesson Description

Using a digital camera, take a photo of each student in the class. Give students a template to complete with personal information; e.g.:

Nome (Name):
Data di nascita (Birthday):
Parlo (Languages I can speak):
I miei amici sono (My friends are):
La mia famiglia (The people in my family are):

Students import the picture to a Word document and type the information in the template. Documents are printed and displayed or bound in a book format for students to read.

Differentiation of Instruction

☐ yes ☑ not necessary

If yes, description:

Assessment

Create a checklist with the students that the students can use to assess their entries.

Have students respond to the activity in their learning logs.

Materials

digital camera
computers
printer
paper

Web Links

LearnAlberta.ca

LearnAlberta.ca provides digital resources to support the Kindergarten to Grade 12 curriculum in Alberta. To obtain login information, teachers should contact their local school administrator or a member of their school jurisdiction technology staff. Teachers in Alberta who hold an active and valid professional certificate can create a personal teacher account by selecting the "Sign Up" link at the top right-hand corner of the homepage. To complete the sign up process, teachers will require a jurisdictional username and password for LearnAlberta, a professional certificate number, and have access to an e-mail account.

Other Web Sites

The following Internet site listing is provided as an added source of information to users on an "as is" basis and without warranty of any kind. Alberta Education is not responsible for maintaining these links or the content on these external sites, nor do URL listings in this resource constitute or imply endorsement of the sites' content. It is strongly recommended that teachers preview the following external Web sites before using them and that teachers exercise their professional judgement.

- http://www.hotpot.uvic.ca
- http://www.paperella.net
- http://www.skype.com
- http://www.quizstar.com
- http://www.abcteach.com
- http://www.puzzlemaker.com
- http://teach-nology.com
- http://rubistar.4teachers.org
- http://www.teachervision.com
- http://www.teachnet.com
- http://www.brainpop.com/
- http://www.vcalberta.ca

©Alberta Education, Alberta, Canada

Chapter 4
Students with Special Education Needs

Chapter Summary

Characteristics of Students with Special Education Needs
Differentiated Instruction
Using Collaborative Learning
Strategies for Students with Attention Difficulties
Strategies for Students with Memory Difficulties
Strategies for Students with Listening Difficulties
Strategies for Students with Reading Difficulties
Cognitive Strategy Instruction
The Importance of Motivation

Characteristics of Students with Special Education Needs

Each student with special education needs has an individual profile of abilities, needs, interests and learning preferences. Some students with special education needs are able to master the program level with differentiated instruction and support strategies. Other students have more complex learning needs that require significant changes to the learning outcomes in the program of studies.

Students' special education needs can affect language learning in a variety of ways and have a variety of implications for classroom planning and instruction. For example, students may be less likely to participate in classroom discussion, may have difficulty formulating and expressing ideas, and may find the task of writing difficult and stressful. On the other hand, these students may have strengths in the visual domain and often benefit from the use of graphic organizers, charts and visual cues.

©Alberta Education, Alberta, Canada 2009

Individualized Program Plans (IPPs)

→ For more information ...

Alberta Education. *Individualized Program Planning (IPP): ECS to Grade 12.* Edmonton, AB: Alberta Education, 2006.

Alberta Learning. *Teaching Students with Autism Spectrum Disorders.* Edmonton, AB: Alberta Learning, 2003.

Alberta Learning. *Teaching Students with Fetal Alcohol Spectrum Disorder: Building Strengths, Creating Hope.* Edmonton, AB: Alberta Learning, 2004.

Every student who is identified as having special education needs must have an Individualized Program Plan (IPP). This plan will contain information about the student's strengths and needs, relevant medical history, services that might be needed, educational goals and objectives for the year, required accommodations and strategies, and plans for transitions. The language and culture teacher is a member of the student's learning team and should participate in the IPP process by providing feedback on the student's individual needs, strengths and progress and by discussing how target goals can be addressed in the second language classroom.

A student's IPP can provide helpful information for planning and adapting instruction in the language and culture classroom. Any significant modifications of curriculum will be documented in the IPP. For example, students with significant special education needs require a team approach to planning and instructional delivery. To develop and implement a student's IPP goals, the language and culture teacher will work with other staff, which could include a special education coordinator, resource teacher and/or teacher assistant.

The IPP will also contain required accommodations and instructional strategies. An accommodation is a change or alteration in the regular way a student is expected to learn, complete assignments or participate in classroom activities. Accommodations remove, or at least lessen, the impact of a student's special education needs and give him or her the same opportunity to succeed as other students. Once a student has been identified as having special education needs, accommodations should be considered to ensure that the student can access the curriculum and learn and demonstrate new knowledge to the best of his or her ability.

The following accommodations are frequently used to support students with special education needs.

- Arrange alternative seating; e.g., near teacher, facing teacher, at front of class, away from distractions.
- Allow more time for tasks or assignments.
- Reduce the volume of tasks required; e.g., fewer sentences to read, fewer vocabulary words.
- Reduce the demand for copying.
- Present fewer questions on a page, and provide more space for answers.
- Provide visual cues; e.g., draw arrows and stop signs on the student's paper to indicate what to do next or where to stop.
- Encourage the use of place markers, cue cards and writing templates.
- Encourage the use of a variety of writing instruments (e.g., pencil grips) and paper (e.g., graph paper, paper with lines, paper with raised lines).
- Allow the use of personal word lists or other print references.
- Provide checklists and/or picture cues of steps for longer tasks.
- Break tasks into small steps.

©Alberta Education, Alberta, Canada

Differentiated Instruction

➔ **For more information ...**

Appendix C Examples of General Accommodations, Examples of Instructional Accommodations

Individual students with special education needs may require specific accommodations in the language and culture classroom, but teachers can support the learning of all students—particularly those with learning difficulties—by incorporating elements of differentiated instruction. Many of these sample strategies will be beneficial for a number of students, not only students with special education needs.

The term "differentiation" embraces a variety of instructional strategies that recognize and support individual differences in student learning. Differentiated instruction maximizes learning by considering students' individual and cultural learning styles, recognizing that some students will require adjusted expectations and offering a variety of ways for students to explore curriculum content and demonstrate learning (as well as accepting that these different methods are of equal value). With differentiated instruction, the teacher creates learning situations that match students' current abilities and learning preferences but also stretch their abilities and encourage them to try new ways of learning. Differentiation can occur in the content, process and/or products of classroom instruction.

Differentiating Content

Content consists of the knowledge, skills and attitudes that students learn, as reflected in the general outcomes of the program of studies. These outcomes identify what students are expected to achieve in the course of their language learning; however, individual students may vary in their language competence, their ability to apply the language in various situations and their use of effective strategies.

Differentiation of content recognizes that, although all students are focusing on a general outcome, specific outcomes may differ for some students. For example, although all students are "using Italian in a variety of situations and for a variety of purposes," there will be students whose specific outcome may be to "identify people, places and things" and those who will be able to "describe people, places and things competently." Differentiating content allows students to learn developmentally appropriate concepts while working with developmentally appropriate materials.

There are three basic ways to differentiate content: parallel instruction, overlapping instruction, and additional or remedial instruction.

1. Parallel Instruction

In parallel instruction, all students work toward the same general outcomes, but some students work on specific outcomes from different program levels. This instruction often requires flexible grouping within the classroom. For example, all students in a class could be engaged in using Italian effectively and competently (Language Competence); however, some students could be working on subject pronouns for first, second and third person singular, some students could work with the teacher on reviewing all subject pronouns, while other students could be paired to review regular present tense verbs.

2. Overlapping Instruction

In overlapping instruction, some or all of a student's outcomes for the instructional activity are drawn from sources other than the standard subject area program of studies and are based on goals identified in that student's IPP. For example, a student with a moderate or severe cognitive disability may work on his or her goal of using pictorial symbols to express basic requests within the classroom, while the other students use Italian vocabulary to do the same task.

3. Additional or Remedial Instruction

Additional or remedial instruction occurs when a student has unique learning needs that necessitate instruction in an area not required by other students, sometimes with direction from a specialist. For example, a student with learning disabilities may need additional or remedial instruction regarding phonemic awareness, decoding or effective use of learning strategies.

Differentiating Process

Differentiating the process means varying learning activities or instructional strategies to provide appropriate opportunities for all students to explore new concepts. This may require developing a number of different ways that students can participate or providing adapted equipment or materials. Collaborative learning activities, learning centres, learning logs, individual goal setting, changing the pace and/or delivery of instruction, and using visual and verbal cueing are examples of differentiating process so that all students can be more active participants in the classroom.

Differentiating Products

→ For more information ...

Appendix C
Sample Text Forms

Differentiating products means varying the type and complexity of the products that students create to demonstrate their learning. Students working below program level may have different or reduced performance expectations from their peers. For example, they may answer a question with a drawing instead of a written sentence. Allowing students choices for demonstrating their knowledge can also accommodate differing student abilities, interests and learning preferences.

©Alberta Education, Alberta, Canada

→ For more information ...

Appendix C
Instructional
Planning Guide

Teachers can use a framework, such as the one described in the following steps, to plan for differentiation in the language and culture classroom.

1. Identify underlying concepts.

Teachers identify the concepts all students in the class should understand by the end of the lesson or unit. It is important to separate the concepts from the content used to develop these concepts. Different content may be necessary for students with different levels of skill; however, at the end of the learning activity all students should have a similar understanding of the concept, taking into consideration the level at which they are working.

2. Choose instructional strategies.

Present the concepts in such a way that all students are able to gain an appropriate degree of knowledge. Consider the following strategies for differentiating instruction.

- Present new material in short periods of time through varied activities.
- Use materials at a variety of difficulty levels for the whole group.
- Begin instruction at the individual student's current level of functioning.
- Stand close to students who need extra help.
- Modify the pace of instruction.
- Simplify instructions.
- Write instructions on the board.
- Ask students to repeat instructions or paraphrase what has been presented.
- Demonstrate, model or act out instructions.
- Complete the first example with students.
- Use a multisensory approach.
- Present concepts in as concrete a way as possible.
- Use pictures and concrete materials.
- Use different coloured chalk and pens.
- Break information into steps.
- Provide additional time to preview materials and/or complete tasks.
- Adapt the level of questioning.
- Use your advance planning organizers.

3. Choose strategies for student practice.

Use a variety of practice activities and, whenever possible, provide students with choices for their mode of practice. This may require adapting how students participate, providing adapted materials or adapting goals for individual students. Each student should have the opportunity to participate meaningfully according to his or her skill level.

©Alberta Education, Alberta, Canada 2009

The following chart shows examples of different modes of student practice.

Verbalize	Write	Create	Perform	Solve
• oral report • panel discussion • debate • games • brainstorming • oral questions and answers • interviews	• research papers • poems • essays • stories • diaries • plays • cookbooks	• diorama • collage • painting • model • pictograph • mural • bulletin board • games • inventions	• simulation • role-play • drama • pantomime • puppet show • radio commercials	• puzzles • problems • riddles • games • brainteasers • charades

4. Choose strategies for assessment and evaluation.

➔ For more information ...

Chapter 7

Identify a variety of ways that students can demonstrate their mastery of the objectives and their understanding of the concepts. The criteria for assessment and evaluation should take into account the students' needs and abilities.

Using Collaborative Learning

➔ For more information ...

Chapter 3
Cooperative Learning Activities

Collaborative learning is a natural approach to differentiating instruction that can benefit both students with special education needs and their classmates. It can help to build positive peer relationships, increase students' feelings of responsibility for classmates and encourage strategic learning by capitalizing on students' natural desires to interact. This approach gives students opportunities to learn new information in a supportive environment and to benefit from the experience and thinking of others. Often, students accomplish together what they could not have accomplished alone. Collaborative tasks provide opportunities for language and culture learning specifically because students:

- participate actively in authentic situations
- externalize their knowledge, allowing them to reflect on, revise and apply it
- notice gaps in their linguistic knowledge as they try to express themselves
- learn from the behaviour, strategies and knowledge of more successful students (Swain 2001).

Teachers might consider using the following strategies to make collaborative learning as beneficial as possible.

Reflection

Create structured, reflective group activities in which students examine their own thought processes and explain how they reached a conclusion or arrived at an answer. Research suggests that students with learning difficulties are successful in collaborative settings only when this reflective element is incorporated (Scheid 1993). Furthermore, this kind of reflection and sharing during group discussions helps all students build higher-order thinking skills that are essential for language learning.

©Alberta Education, Alberta, Canada

Social Skills	Teach and practise social skills within group contexts. To be successful, group members must get to know and trust one another, communicate accurately, accept and support each other, and resolve conflicts constructively (Johnson and Johnson 1994).
Accountability	Create situations in which each group member is accountable for his or her learning and group accountability is based on the achievement of group members. Research suggests that this accountability results in greater academic improvement for students with special education needs (Stevens and Slavin 1991).
Variety	Use a variety of different groupings and activities. See Chapter 3 "Cooperative Learning Activities" for some sample collaborative groupings and activities.

Strategies for Students with Attention Difficulties

Attention is the ability to focus on and encode relevant information, to sustain focus and to carry out two or more tasks simultaneously. Attention also affects the regulation of mental energy and alertness.

Students experiencing difficulties with attention may:

- miss instructions
- respond with answers unrelated to the questions
- look attentive and focused but have trouble understanding and responding appropriately
- be easily distracted
- have difficulty inhibiting responses
- be impulsive
- move around or fidget
- have problems doing two tasks simultaneously; e.g., listening and taking notes.

Teachers might consider using the following sample strategies to support students who have attention difficulties.

1. Create structure to focus attention.

- Provide study carrels, earphones and desks located in a quiet part of the classroom, or provide other physical accommodations to reduce extraneous stimuli.
- Encourage students to use a bookmark, ruler or sheet of paper to cover the rest of the page when reading or reviewing directions.
- Limit materials on desks or in work spaces.
- Keep the instructional group size as small as possible.
- Limit the number of oral instructions given at any one time, and follow up with printed instructions that include visual cues.

©Alberta Education, Alberta, Canada 2009

2. Give cues when students are to shift their attention.

- Keep tasks short and specific, and give only one instruction at a time. For example, say: "Read the first paragraph." After it has been read, instruct: "Now answer question one."
- Provide a list of tasks to be completed and have students check off each task as it is completed.
- Provide cues when there is a shift in activity. For example, when speaking to the class, stop and indicate information that students should write down.

3. Allow time for movement.

- Provide stretch or movement breaks as needed or make them part of the classroom routine. Arrange an area in the classroom where students can move around without distracting others. Give students the option of going to this area when they need a stretch break.
- Have students do regular errands in the classroom, such as passing out papers or putting materials away, so they can move in the classroom in appropriate, helpful ways.
- Arrange non-distracting ways for students to move while involved in desk work. For example, replace a student's chair with a large ball and have him or her bounce gently at his or her desk while working. Small inflatable cushions also provide students with an opportunity to move in their seats without distracting others.

4. Encourage students to maintain focus and mental energy.

- Provide periodic verbal prompts or visual cues to remind students to stay on task. For example, set an alarm to go off at specific intervals as a reminder to focus, or use recorded audio messages to remind students to check their work.
- Create guidelines for good listening skills, and review these guidelines frequently; e.g.: "Show me 'listening.' Eyes on speaker. Pencils down. Hands on desk."
- Reinforce listening skills and behaviours for all students by commending students who demonstrate these skills and describing what they are doing as successful listeners.
- Place visual cues, such as stickers or check marks, at specific spots on worksheets as a signal for students to take a break.
- Use auditory cues, such as bells or timers, to indicate when to take a break or return to work.

5. Use low-key cues to correct inappropriate behaviour.

- Post reminders on students' desks. When possible, have students design and make reminder cards. Simply walk by and point to the reminder. This works for such skills as:
  - asking politely for help
  - focusing on work
  - taking turns.

©Alberta Education, Alberta, Canada

- Collaborate with individual students to identify physical cues that indicate that a behaviour is interfering with learning. Cues should be unobtrusive and simple, such as a hand on the shoulder. This works for minor behaviours, such as interrupting or talking off topic.
- Use coloured file cards with key messages, such as "talk in a low voice" or "keep working." If students need reminders, lay the cards on their desks, without comment. After five minutes, if the behaviour has improved, quietly remove the card. If the behaviour continues, add a second card.

6. Encourage students to attend to instructions.

- Enforce a "no pencils in sight" rule during class instruction and discussion times.
- Teach students to fold over their worksheets so only the directions show. This will physically slow down students and encourage them to attend to the instructions.
- Ask students to repeat instructions in their own words to a partner or the teacher.
- Ask students to work through a few questions and then check their work. For example, say: "Do the first five and then raise your hand and we'll check them together to make sure you are on the right track."
- Hand out worksheets one at a time, when possible.
- Make a graph and have students record the number of correct answers (versus the number of completed answers). This will benefit students who might be more focused on quantity than quality.

Strategies for Students with Memory Difficulties

Memory is the ability to record new information, retain information for a short time, consolidate and use new knowledge and skills, and store information for the longer term. Memory also involves retrieval and the efficient recall of stored ideas.

Students experiencing difficulties with memory may:

- be unable to remember colours and shapes despite repeated instruction
- be unable to recall information despite extensive studying
- frequently lose their belongings
- have problems remembering daily routines despite regular exposure
- have problems recalling facts and procedures, such as new vocabulary words or verb conjugations.

Teachers might consider using the following sample strategies to support students who have memory difficulties.

© Alberta Education, Alberta, Canada 2009

1. Use instructional techniques that support and enhance memory skills.

- Provide one instruction at a time until students can remember and follow two consecutive instructions. Provide two instructions at a time until students can remember and follow three.
- Provide opportunities for students to see directions and other information. For example, take time each day to write and discuss the daily schedule on the board.
- Write down the main points on an overhead or on the board when giving verbal instructions.
- Present concepts concretely. Real-life examples add meaning and relevance that aid learning and recall. Concepts are easier to learn and retain when presented in familiar or authentic contexts.
- Assess student learning frequently and on shorter units of work. Use quick, short evaluations rather than formal, longer tests.
- Use language that is familiar.
- Provide cues that will help students recall details.

2. Integrate memory aids into each learning activity.

- Provide regularly scheduled reviews of procedures and concepts. For example, start each day by reviewing previously learned skills and ideas. Then present new skills and ideas. Before students leave for home, review the new information.
- Teach students to make lists of reminders regularly and note dates and assignments on a calendar.
- Teach mnemonics to help students recall concepts or facts. For example, use an acronym to describe how verbs are conjugated.

3. Provide multisensory cues to make information and skills easier to remember.

- Teach sound–symbol associations when introducing new vocabulary words. Say the name of the letter, its sound and a word that starts with that letter while looking at a picture of the word. Trace the letter on the desk, in the air or in a sand tray.
- Use visual cues, such as colour coding, photo and drawing sequences, and charts and videos.
- Use auditory and kinesthetic cues in combination. Combine songs with movement and dance patterns. Music and physical routines linked to fact learning can help students memorize faster and act as a cue for retrieving specific information.
- Incorporate hands-on learning experiences and demonstrations. Students learn and remember more effectively when they have opportunities to see and try out new information and skills in a variety of settings and contexts.

©Alberta Education, Alberta, Canada

4. Set up classroom organizational systems and routines for easier access of information and materials.

- Label class supplies and class work. Encourage students to use folders and binders with different colours or labels and with pictures to separate subject work or materials for each class. Ensure that students have their names prominently displayed on all personal supplies.
- Assist students with daily and weekly organization of their desks and work spaces by providing time to clean desks and organize homework at school.
- Build procedures into the day for recording information in day-timers or assignment books.
- Provide memory aids for frequently used information; e.g., key vocabulary words can be kept in a pocket on the sides of the students' desks. Schedules can be posted on the board or on the wall, and students can keep personal copies in their desks or notebooks.
- Tape simple cue cards of daily class routines on the students' desks.

5. Teach students strategies for memorizing specific pieces of information.

To learn and practise specific vocabulary or verb conjugations, students can use a fold-over strategy.

1. Have students fold a paper to make four columns.



2. They copy target vocabulary words in English in the first column.
3. They write the Italian words for each of the vocabulary words in the second column.
4. Students check their answers, correct mistakes and fill in missing words.
5. They fold back the first column so the English words are not visible, and practise translating the other way. Looking at each of the Italian words they wrote in the second column, they write the English translation in the third column. Students check their answers against the original words in the first column.
6. Students repeat this process to translate the words back into Italian in the fourth column. A complete practice page might look like this:

mother	la madre✓	mother✓	la madre✓
father	il padre✓	father✓	il padre✓
brother	~~il bambino~~✗	brother✓	il fratello✓
	il fratello		

Strategies for Students with Listening Difficulties

Listening plays a crucial role in language acquisition. Listening for specific information helps language and culture learners internalize the rules of language. Learners also need frequent opportunities to use language by taking on the role of both listener and speaker. Through social interaction, students can make and clarify or confirm meaning, test hypotheses about the language, and receive feedback. Language and culture learning is best supported when regular classroom practice provides opportunities for interactive listening—listening that requires the student to take a more active role by requesting clarification or providing feedback.

Given the importance of listening in language and culture learning, all students will benefit from the development of effective listening strategies, but these strategies are particularly important for students who already have specific difficulties related to listening.

Teachers might consider using the following sample strategies to support students who have listening difficulties.

1. Provide students with appropriate expressions to clarify meaning and to confirm comprehension, such as:

- *Puoi ripetere per favore?/Può ripetere, per favore?* (Could you repeat that, please?)
- *Non capisco.* (I don't understand.)
- *Scusi?/Scusa?* (Pardon?)
- *Che cosa vuol dire?* (What does it mean?)
- *Può ripeterlo ancora per favore?* (Could you say that again, please?)
- *Che cosa vuoi dire?* (What do you mean?)

2. Present information in a "listener-friendly" way; for example:

➔ **For more information ...**

Appendix C
How "Listener-friendly" Is My Instruction?

- reduce distractions for students
- clearly communicate expectations
- provide students with some form of organizer at the beginning of class
- consistently review and encourage the recall of previously presented information
- use cue words and phrases to signal important information
- use transitional phrases to cue and signal the organization of information
- highlight important information
- vary volume, tone of voice and rate of speech to emphasize important ideas and concepts
- present information in many different ways
- repeat important ideas and concepts by rephrasing and using multiple examples
- write important ideas, key concepts and vocabulary on the board
- use visual aids and objects to support the concepts and information that are presented

©Alberta Education, Alberta, Canada

- provide examples and non-examples of concepts
- frequently check for understanding
- provide students with opportunities to discuss concepts with a partner or in a small group
- provide students with opportunities to work with and practise new skills and concepts
- create time for reflection at the end of the class
- briefly review the important concepts at the end of the class, and preview what will be happening the next class.

3. Model and practise active listening strategies in class.

Active listening is the act of intentionally focusing on the speaker to engage oneself in the discussion or presentation. Encourage and cue students to show active listening by:

1. looking at the speaker
2. keeping quiet
3. keeping their hands and feet to themselves
4. keeping their bodies still
5. thinking about what the speaker is saying.

Strategies for Students with Reading Difficulties

→ For more information ...

Alberta Learning. *Unlocking Potential: Key Components of Programming for Students with Learning Disabilities.* Edmonton, AB: Alberta Learning, 2002.

Research suggests that a student's first language is always present in his or her mind during second language learning; the second language knowledge that is created is connected in all sorts of ways with the first language knowledge. Mental reprocessing of second language words, phrases or sentences into first language forms is a common cognitive strategy for language learners (Kern 1994). First language understanding is also used in more complex ways to think about and process what is being read in the second language. This means that students who have difficulty reading in their first language may have difficulty reading in a second language. Many students with special education needs may be reading below grade-level expectations and will need accommodations in this area.

Recent research related to language and culture reading has focused on the use of reading strategies. In one study, students who experienced difficulty with language learning were found to rely more extensively on phonetic decoding, while more successful students used strategies that called on general background knowledge; e.g., inferences, predictions and elaborations (Chamot and El-Dinary 1999). This research suggests that teachers can help students become more effective second language learners by helping them be more flexible with their first-language reading strategies and more effective at monitoring and adapting their strategies.

Teachers might consider using the following sample strategies to support students who have reading difficulties.

1. Create extra support for students with reading difficulties.

- Pair readers who are less able with competent readers and have them read and complete assignments together.
- Provide students with picture dictionaries to help them find and remember vocabulary.
- Photocopy reading material for students and use opaque tape to cover new or difficult words. Write simpler or previously learned vocabulary on the tape. This is also effective for reading materials that contain many idioms, metaphors or unfamiliar figures of speech.

2. Teach students specific reading strategies.

- Have students use text-content strategies such as making connections to previous knowledge or experiences, making predictions about what will happen in a text and asking questions about the text. Have students use these strategies before, during and after reading to identify, reflect on, understand and remember material they are reading.
- Have students use decoding strategies, such as highlighting different parts of a sentence in different colours (e.g., nouns in green, verbs in yellow), to break down and decode sentences.
- Have students use cognitive and metacognitive strategies to monitor comprehension, such as pausing after each sentence or paragraph and asking "Does this make sense to me?"
- Have students use strategies for dealing with unfamiliar vocabulary, such as the "Read Around" strategy:

  1. Skip the word and read to the end of the sentence.
  2. Go back and read the whole sentence again.
  3. Look at the beginning of the word for letter-sound clues.
  4. Think: "What word would fit here?"
  5. Try out a word in the sentence. Does this word sound right? Does this word make sense? Does this word match the letter clues?
  6. Look at the picture for a clue, if there is one.
  7. Ask someone.

©Alberta Education, Alberta, Canada

Cognitive Strategy Instruction

Research in the field of cognitive psychology suggests that the differences between students who are successful and students who struggle may be related in part to what students understand about the learning process. From this perspective, learning is a knowledge domain, similar to science or history. The more knowledge a student has about how to learn, the more efficient his or her learning is likely to be. This knowledge includes an understanding of when and how to use cognitive strategies—tactics that support learners as they develop and internalize procedures for performing higher-level tasks. Cognitive strategies encourage students to take ownership of their own learning. Teaching cognitive strategies can help students with learning difficulties become more active and purposeful learners, thinkers and problem solvers.

Strategy instruction is initially teacher-driven, with the teacher providing students with structured opportunities to learn, practise and develop strategies; however, students should be encouraged to become aware of and monitor their own strategic processes as much as possible. Students need to know the purpose and limitations of the strategies, as well as when and where to use different strategies, so that they can eventually learn to rely on themselves, rather than on the teacher.

Consider the following guidelines for teaching cognitive learning strategies:

- Match strategies to the requirements of the learning task. For example, if the goal of the learning task involves retaining the main ideas in a piece of factual writing, the student might be directed to use a chunking strategy to increase the amount of information held in short-term memory. The strategy must be developmentally appropriate for the student.
- Provide strategy instruction consistent with the student's current knowledge and skill level.
- Provide opportunities for extensive practice in strategy use. Practice helps students to spontaneously produce the strategy and apply the strategy across a wide range of content areas and situations. Students benefit from both guided and independent practice.
- Prompt students to use specific strategies at appropriate times. Some students with learning difficulties may require explicit prompting to help develop their ability to transfer strategies to different but related tasks (Gagne and Driscoll 1988).

The Importance of Motivation

One of the most important factors in determining the rate and success of second language acquisition is motivation (Dornyei and Csizér 1998). Even with appropriate curricula, good teaching and inherent abilities, students cannot succeed without sufficient motivation. And, high motivation can make up for considerable difficulties in language aptitude.

© Alberta Education, Alberta, Canada 2009

Often closely related to motivation is the issue of second language performance anxiety, in which previous negative experiences in language and culture contexts create ongoing feelings of apprehension for students. Language learners who are overly anxious about their performance are often less motivated to perform in ways that bring attention to themselves in the classroom or in natural language-use settings. Language anxiety is associated with difficulties in listening comprehension, vocabulary acquisition and word production and with generally lower achievement in second language learning (Horwitz, Horwitz and Cope 1986; MacIntyre and Gardner 1991).

Teachers might consider using the following sample strategies for improving and maintaining the motivation of students in the language and culture classroom.

1. Include a sociocultural component in classroom instruction.

- Show authentic films or video clips, and play culturally relevant music.
- Promote student contact with second language speakers by arranging meetings with individuals in the community, organizing field trips or exchange programs, or finding pen pals or e-mail friends for students.

2. Develop students' cross-cultural awareness.

- Focus on cross-cultural similarities and not just differences, using analogies to make the unknown familiar.
- Use culturally rich teaching ideas and activities.
- Discuss the role that second language learning plays in the world and its potential usefulness both for the students and their community.

3. Develop students' self-confidence and decrease anxiety.

- Provide regular encouragement and reinforcement. Highlight what students can do rather than what they cannot do.
- Create a supportive and accepting learning environment by encouraging the view that mistakes are a part of learning. Tell students about your own difficulties in language learning and share the strategies you have used to cope with these difficulties.
- Make sure that students regularly experience success and a sense of achievement. For example, break down tasks into smaller, more manageable units so that students experience success with each step. Balance students' experiences of frustration by providing easier activities, and complete confidence-building tasks before tackling more difficult tasks and concepts.
- Provide examples and descriptors of accomplishment. Point out the students' successes.

©Alberta Education, Alberta, Canada

4. Help students increase their success.

- Help students link past difficulties to controllable elements, such as confusion about what to do, insufficient effort or the use of inappropriate strategies, rather than to a lack of ability.
- Match the difficulty of tasks to students' abilities so that students can expect to succeed if they put in a reasonable effort.
- Encourage students to set their own goals that are achievable and specific; e.g., learning 10 new Italian words every week.
- Teach students learning and communication strategies, as well as strategies for problem solving.

5. Increase students' interest and involvement in tasks.

- Design or select varied and challenging activities. Adapt tasks to students' interests, making sure that something about each activity is new or different. Include game-like features, such as puzzles, problem solving, overcoming obstacles, elements of suspense or hidden information.
- Use imaginative elements that will engage students' emotions.
- Personalize tasks by encouraging students to engage in meaningful exchanges, such as sharing information, personal interests and experiences.
- Make peer interaction, e.g., pair work and group work, an important component of instructional organization.
- Break the routine by periodically changing the interaction pattern or seating plan.
- Use authentic, unusual or exotic texts, recordings and visual aids.

6. Increase the students' sense of satisfaction.

- Create opportunities for students to produce finished products that they can perform or display. For example, make a wall chart of what the group has learned and use it to celebrate successes.
- Provide students with authentic choices about alternative ways to complete tasks. Invite students to design and prepare activities themselves, and promote peer teaching.
- Show students that you value second language learning as a meaningful experience in your own life, sharing stories about your personal interests and experiences with second language learning.
- Connect tasks with things that students already find satisfying or valuable.

By providing students with learning experiences that create a sense of competence, enjoyment and belonging, teachers can increase the motivation and success of all students. When motivation is combined with appropriate accommodations and differentiated instruction, students with special education needs can gain valuable knowledge, skills and experiences in the language and culture classroom.

©Alberta Education, Alberta, Canada

Chapter 5
Students Who Are Gifted

Chapter Summary

Characteristics of Students Who Are Gifted
Implications for Learning and Teaching
Advanced Thinking Processes
Mentorships
Providing Additional Opportunities

Characteristics of Students Who Are Gifted

Each child who is gifted has an individual profile of abilities, needs, interests and learning preferences; however, there are a number of general characteristics associated with giftedness that become apparent early in life. Some of these characteristics appear in students at all ability levels, but they are more prevalent in students who are gifted. For instance, many students demonstrate heightened sensitivity and perfectionism, but in students who are gifted these tendencies are more predominant and appear at more extreme levels.

Common Intellectual Characteristics of Gifted Students

Trait or Aptitude	Behavioural Examples
Advanced Intellectual Achievement	• Takes great pleasure in intellectual activity. • Has high aspirations. • Easily grasps new ideas and concepts and understands them more deeply than same-aged peers. • Easily memorizes facts, lists, dates and names. • Enjoys playing challenging games and making elaborate plans. • Appears bored or impatient with activities or people.
Motivation and Interest	• Requires little external motivation to follow through on work that initially excites. • Demonstrates persistence in pursuing or completing self-selected tasks in and out of school. • Develops interests independently. • Has unusual or advanced interests in a topic or an activity, but may move quickly from one activity or interest to another. • Asks a lot of questions—one after another. • Asks tough questions about abstract ideas like love, relationships and the universe. • Has a great deal of energy and may need constant stimulation.
Verbal Proficiency	• Talks early and pronounces words correctly from the start. • Develops a large and advanced vocabulary, and uses complex sentence structures. • Makes up elaborate stories. • Enjoys memorizing and reciting poems and rhymes. • Teaches himself or herself to read. • Easily and spontaneously describes new experiences, and explains ideas in complex and unusual ways.
Problem-solving Ability	• Thinks logically, given appropriate data. • Uses effective, often inventive strategies for recognizing and solving problems. • Devises or adopts a systematic strategy to solve problems, and changes the strategy if it is not working. • Reasons by analogy, as in comparing an unknown and complex process or scenario to a familiar one; e.g., design and build a robotic arm to function as a human arm. • Extends prior knowledge to solve problems in new situations or applications. • Creates new designs and inventions. • Shows rapid insight into cause-and-effect relationships.

©Alberta Education, Alberta, Canada

Trait or Aptitude	Behavioural Examples
Logical Thinking	• Enjoys counting, weighing, measuring and categorizing objects. • Loves maps, globes, charts, calendars and clocks. • Prefers his or her environment to be organized and orderly. • Gives (or demands) logical, reasonable explanations for events and occurrences. • Comes up with powerful, persuasive arguments for almost anything. • Complains loudly if he or she perceives something as unfair or illogical.
Creativity	• Comes up with new ideas and concepts on his or her own, and applies them in creative and interesting ways. • Uses materials in new and unusual ways. • Has lots of ideas to share. • Creates complicated play and games, or adds new details and twists to stories, songs, movies and games. • Responds to questions with a list of possible answers. • Escapes into fantasy and appears to have trouble separating what's real from what's not. • Goes off in own direction rather than following instructions. • Spends a lot of time daydreaming or thinking, which may be perceived as wasting time. • Makes up elaborate excuses or finds loopholes to evade responsibility for own behaviours.

Common Affective Characteristics of Gifted Students

Trait or Aptitude	Behavioural Examples
Heightened Sensitivity	• Experiences emotions strongly and may be emotionally reactive. • Reacts strongly and personally to injustice, criticism, rejection or pain. • Demonstrates, at an early age, an understanding and awareness of other people's feelings, thoughts and experiences, and can be upset by other people's strong emotions. • Is easily excited or moved to tears. • Appreciates aesthetics and is able to interpret complex works of art. • Shares feelings and ideas through one or more of the arts. • Is extremely observant and able to read nonverbal cues. • Exhibits heightened sensory awareness (for example, is over-selective about food and clothing choices). • May become fearful, anxious, sad and even depressed. • Responds emotionally to photographs, art and music.
Heightened Intensity	• Is energetic and enthusiastic. • Becomes intensely absorbed in various pursuits, sometimes ignoring school responsibilities as a result. • Has strong attachments and commitments. • Goes further than most students would to pursue an interest, solve a problem, find the answer to a question or reach a goal. • Collects things. • Is extremely persistent and focused when motivated, but has a limited attention span for things that are not of interest. • Appears restless in mind and body. • Gets easily frustrated and may act out.
Perfectionism	• Sets high (often unrealistic) expectations of self and others. • Is persistent, perseverant and enthusiastically devoted to work. • Gives up if own standards are not met or if a mistake is made. • Is self-evaluative and self-judging. • Experiences feelings of inadequacy and inferiority, and desires frequent praise and reassurance. • Becomes extremely defensive of criticism.
Introversion	• Has deep feelings and a complex inner life. • Is reflective and introspective. • Focuses on inner growth through searching, questioning and exercising self-corrective judgement. • Is knowledgeable about own emotions. • Withdraws into self rather than acting aggressively toward others.

©Alberta Education, Alberta, Canada

Trait or Aptitude	Behavioural Examples
Moral Sensitivity and Integrity	• Is concerned about ethical issues at an early age. • Has strong moral convictions. • Is capable of advanced moral reasoning and judgement. • Places a strong value on consistency between values and actions in self and others. • Is extremely aware of the world. • Is altruistic and idealistic (desires to enhance caring and civility in the community and in society at large). • Assumes responsibility for others and self.
Sense of Humour	• Makes up riddles and jokes with double meanings. • Makes up puns and enjoys all kinds of wordplay. • Plays the class clown. • Can be disruptive or get frustrated when others don't "get it." • Does not understand or seem to appreciate the humour of other students.

Asynchronous Development

Asynchronous development can also be a characteristic of giftedness. Asynchrony means that the rates of intellectual, emotional and physical development are uneven. This means that students who are gifted may be significantly out of developmental step with their same-age peers.

Students with asynchronous development:

- may be more complex and intense than same-age peers
- may feel incompatible with other students their age and with learning and recreational activities designed for their age group
- appear to be different ages in different situations, which could result in difficulties adjusting emotionally and socially.

These tendencies increase with the child's degree of giftedness. Students who experience asynchronous development need a sensitive and flexible approach from teachers in order to develop to their full potential. The greatest need of these students is an environment where it is safe to be different.

Implications for Learning and Teaching

→ For more information ...

Alberta Learning. *Teaching Students Who Are Gifted and Talented.* Edmonton, AB: Alberta Learning, 2000, p. 128.

For some students who are gifted, a combination of the characteristics mentioned above may lead to difficulties with peer relations, avoidance of risk-taking or excessive self-criticism.

To address these concerns, consider how students' individual characteristics are linked to specific learning needs. The following chart illustrates sample characteristics and the learning needs that may be associated with them.

©Alberta Education, Alberta, Canada

Characteristic	Learning Need
• unusual retentiveness	• exposure to quantities of information
• advanced comprehension	• access to challenging learning activities
• varied interests	• exposure to a wide range of topics
• high level of verbal skills	• opportunities for in-depth reflection and discussion
• accelerated pace of thinking	• individually paced learning
• flexibility of thought processes	• challenging and diverse problem-solving tasks
• goal-directed behaviours	• longer time-spans for tasks
• independence in learning	• more independent learning tasks
• analytical thinking	• opportunities for higher-level thinking
• self-motivation	• active involvement in learning
• emotional sensitivity	• opportunities to explore and reflect on affective learning
• interest in adult issues	• exposure to real-world issues
• holistic thinking	• integrated approach to learning
• avid reader	• access to diverse materials

Individualized Program Plans (IPPs)

All students who are identified as having special education needs, including students who are gifted and talented, require individualized program plans (IPPs).

A student's IPP will contain essential information about the student's strengths and needs, current level of performance, specialized assessment results, recommended supports and instructional strategies that will be most effective for the student. The student's learning team will also develop a number of long-term goals and measurable objectives (usually one to three per year for a student who is gifted). The second language teacher is an important member of the learning team. Participating in planning meetings and becoming familiar with information in the IPP will allow teachers to actively support a student's long-term goals and success across subject areas.

Flexible Pacing

Flexible pacing allows students to move through the curriculum at their own rate; it lowers repetition and potential boredom by reducing the amount of time students must spend on outcomes they have already mastered. Completing outcomes in a reduced time frame provides more time for students to participate in more challenging activities in the language and culture class.

Characteristic/Learning Need Chart: This chart adapted from the Department of Education, State of Victoria, *Bright Futures Resource Book: Education of Gifted Students* (Melbourne, Australia: Department of Education, State of Victoria, 1996), p. 30. Copyright owned by the State of Victoria (Department of Education and Early Childhood Development). Used with permission.

©Alberta Education, Alberta, Canada

Enrichment Strategies

The following section outlines sample enrichment strategies that teachers can use to differentiate the planning and delivery of language and culture instruction.

Course Level/Curriculum Focus	Whole Group Activity	Suggestion for Differentiation
10-3Y level • developing reading skills in Italian	• Class reads grade-level story and discusses.	• Students read story written above course level and develop graphic organizer to illustrate understanding.
20-3Y level • exchanging basic personal information; e.g., name, age	• Using a vocabulary list, students work in groups of two or three to write a short script about meeting a new friend. They share a reading of their script with the class.	• Students interview community members who speak Italian, write about what they learned from the interview, and then introduce the community members to the class.
30-3Y level • exploring the use of language for imagination, humour and fun	• Students play a variety of traditional sports or games in Italian.	• Based on their research and understanding of the language and culture, students develop a new game and teach it to the class in Italian.

Alternative Learning Activities/Units

Alternative activities challenge students who have already mastered the learning outcomes in the program of studies. These activities can take many forms and should challenge the students' thinking abilities and push students to engage more deeply in the content area.

→ **For a blank template ...**

Appendix C Alternative Learning Activities Menu

Alternative learning activities provide different types of learning tasks that may be more challenging and appropriate for students who are gifted. Some topics can be developed into a series of challenging learning activities organized in an alternative learning activities menu. Students can choose a number of activities from the menu to complete independently or with a partner during class instructional time. See the following sample menu.

Sample Alternative Learning Activities Menu

Complete three activities to create a horizontal, vertical or diagonal line. If you choose to use the "Your Idea" box, you must first have your activity approved by your teacher.

I have had my idea approved by my teacher: Yes/No Teacher Initials _____

I agree to complete all three activities by _____ (Date)

DEMONSTRATE In Italian, demonstrate the preparation of a nutritious snack for the class and then share the results!	**PLAN** Plan a menu for a class party. Write a grocery list in Italian for your party supplies.	**INTERVIEW** In Italian, interview other students about their snacking habits. How do they try to make healthy choices?
RESEARCH Research traditional foods enjoyed in an Italian-speaking community during major holidays.	**YOUR IDEA**	**SURVEY** Develop a survey in Italian about students' favourite lunch foods. Ask your classmates to complete the survey.
DISPLAY Design a display board that illustrates favourite foods of the class and that includes the Italian words and phrases for each food.	**CREATE** Create a replica of a small coffee shop in the corner of the classroom, complete with menus and signs in Italian. Use this set for role-playing ordering in a restaurant, meeting new people or having a conversation in Italian.	**EVALUATE** Create a rubric in Italian to evaluate your performance in one of the other activities on this menu.

©Alberta Education, Alberta, Canada

Independent Study

Many students who are gifted enjoy and benefit from opportunities to individually investigate course topics. Components of an independent study program include:

- identifying and developing a focus
- developing skills in creative and critical thinking
- using problem-solving and decision-making strategies
- learning research skills
- developing project-management strategies
- keeping learning logs
- reflecting on and evaluating the process and product
- sharing the product with an intended audience from beyond the classroom
- keeping a portfolio of results.

Independent studies help students move from being teacher-directed to being student-directed. With teacher support and coaching, the students learn how to decide on a focus, develop a plan of action, follow it through and monitor their process. Students take part in developing criteria for evaluation and work collaboratively with the teacher.

Possibilities for independent study include:

- writing and recording a script
- creating a magazine or picture book on a topic of interest
- developing a slide show presentation on a topic of interest and presenting it to other students
- creating a display about a story read or country researched
- developing a puppet show on a related topic
- writing a new ending to a story or movie
- creating a story to share with others.

→ **For more information ...**

Appendix C
Sample Independent Study Agreement

Students need to be well prepared to work independently, and they need to be clear on the product, processes and behavioural expectations.

Students who are gifted will need instruction and ongoing support to manage and benefit from independently completing alternative learning activities. Some students may benefit from an independent study agreement that outlines learning and working conditions and lays out basic expectations.

©Alberta Education, Alberta, Canada

Advanced Thinking Processes

➔ **For more information ...**

Chapter 1
Sample Activities Organized in the Bloom's Taxonomy Model

Bloom's Taxonomy (Bloom 1956) is a model frequently used as a guide when designing themes, units, learning activities and assignments that promote higher levels of thinking. Bloom proposes that at the most basic level people acquire knowledge and comprehension. At higher levels people learn how to apply principles and to analyze, evaluate and synthesize. Assuming that students have no background in a topic of investigation, they would move from knowledge and comprehension to application before working with the higher-order skills of analysis, evaluation and synthesis. The latter three levels are associated with critical thinking.

Taxonomy of Thinking

lower to higher

1.

Category	Definition	Activities	Sample Products
Knowledge	Ability to remember previously learned facts and ideas.	tell • recite • list • memorize • remember • define • locate	workbook pages • quiz or test • skill work • vocabulary • facts in isolation

Illustrative Example

- Recite the names of family members (e.g., mother, grandfather, sister) in Italian.

Caution

Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. Alternative activities may be necessary.

2.

Category	Definition	Activities	Sample Products
Comprehension	Understand concepts and information.	restate in own words • give examples • explain • summarize • translate • show symbols • edit	drawing • diagram • response to question • revision • translation

Illustrative Examples

- Explain, in Italian, how to play a game.
- Demonstrate, in Italian, how something works.

3.

Category	Definition	Activities	Sample Products
Application	Transfer knowledge learned from one situation to another.	demonstrate • use guides, maps, charts, etc. • build • cook	recipe • model • artwork • demonstration • craft

Illustrative Examples

- Interview a school volunteer who speaks Italian.
- Listen to a partner describe an object in Italian, and draw what your partner describes.

Taxonomy of Thinking: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 133) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800–735–7323; www.freespirit.com. All rights reserved.

©Alberta Education, Alberta, Canada

4.

Category	Definition	Activities	Sample Products
Analysis	Understand how parts relate to a whole. Understand structure and motive. Note fallacies.	investigate • classify • categorize • compare • contrast • solve	survey • questionnaire • plan • solution to a problem or mystery • report • prospectus

Illustrative Examples

- Choose an important vocabulary word in Italian, and create a web showing its meaning, origin, usage and related words.
- Create a Venn diagram comparing English and Italian.

5.

Category	Definition	Activities	Sample Products
Evaluation	Establish criteria and make judgements and decisions.	judge • evaluate • give opinions • give viewpoint • prioritize • recommend • critique	decision • rating • editorial • debate • critique • defence • verdict • judgement

lower to higher

Illustrative Examples

- Listen to two short stories in Italian, and explain which one you prefer and why.
- Develop criteria for evaluating the effectiveness of an ad, and then rate the effectiveness of three ads from an Italian language magazine.

6.

Category	Definition	Activities	Sample Products
Synthesis	Re-form individual parts to make a new whole.	compose • design • invent • create • hypothesize • construct • forecast • rearrange parts • imagine	lesson plan • song • poem • story • advertisement • invention • other creative products

Illustrative Examples

- Compose a song in Italian.
- View a travel film on Italy, and plan activities for a seven-day vacation with your family.

©Alberta Education, Alberta, Canada 2009

Mentorships

→ For more information ...

Alberta Learning. *Teaching Students Who Are Gifted and Talented.* Edmonton, AB: Alberta Learning, 2000, pp. 179–183.

Mentorships give students opportunities to develop dynamic relationships with adult experts who share their passion for a specific area of interest. In a successful mentorship, the mentor and student will have complementary teaching and learning preferences and will engage in a mutual exchange of knowledge.

Mentorship is an ideal vehicle for facilitating the differentiated learning needs of students who are gifted. For language and culture programs, mentorships provide opportunities for students to engage with native language speakers for a variety of purposes, such as interviews, individual projects, conversation practice, connection to the local cultural community and exploring career options. Alternatively, students can share the language learning process with an adult learner, who can encourage metacognitive development by exploring and discussing language learning strategies.

Guidelines for mentorships:

1. Identify what (not whom) the students need.
2. Discuss with the students whether they would like to work with a mentor and if so, what they would like to gain from the relationship.
3. Identify appropriate mentor candidates. Explore contacts from the local community. Conduct the appropriate reference checks as directed by school jurisdiction policy.
4. Interview and screen the mentors. Be explicit about the students' goals and learning strategies and about potential benefits for both the students and the mentors. Provide training as required.
5. Match mentors with students.
6. Prepare students for the mentorship. Ensure that they understand its purpose, benefits, limitations and commitments. Write down the participants' roles and responsibilities.
7. Monitor the mentor relationship to ensure that it is achieving its goals. Renegotiate the relationship as needed, and seek new mentors if students are not benefiting.

©Alberta Education, Alberta, Canada

Providing Additional Opportunities

Language learning can be enriched by giving students opportunities to use language for authentic purposes. This can include conversations with native speakers and others who speak the language fluently, such as parents, older students, community members, members of cultural associations and other classroom visitors. Students will benefit from listening and speaking with these resource people and from working on enrichment activities and projects with them. Another option is to link the class with a peer class in another country so that students can have ongoing writing exchanges and can engage in joint learning projects. For students who learn quickly, using Italian to engage in communication for real purposes can lead to significant enrichment and satisfaction.

➔ **For more information ...**

Appendix C
Sample Text Forms

In addition, students who are gifted will often benefit from access to a wide variety of print and multimedia resources. These students can often handle more challenging reading levels and may be eager to learn about more complex or specialized subject areas. Libraries, the Internet and cultural organizations are all good sources for supplemental resources.

©Alberta Education, Alberta, Canada 2009

©Alberta Education, Alberta, Canada



Chapter 6
English as a Second Language Learners

Chapter Summary

English as a Second Language (ESL) Learners
Implications of Learning Multiple Languages Concurrently
Second Language Acquisition
Choosing Instructional Strategies
Suggestions for Assessment

English as a Second Language (ESL) Learners

English as a second language (ESL) learners are those students who first learned to speak, read and/or write a language other than English. ESL students may have recently immigrated to Canada or they may have been born in Canada and been living in homes in which the primary spoken language is not English.

Linguistic and cultural diversity is characteristic of schools and communities throughout the province. Children and their families immigrate to Alberta from every corner of the world. Canadian students of Aboriginal, Francophone and other cultural descents, whose families have lived in Alberta for many generations, may be learning to speak English as a second language.

Canadian-born ESL Students

First Nations, Métis and Inuit (FNMI) peoples	• may speak English, French, an FNMI language or a combination of languages in their homes and communities • can differ greatly from community to community • have skill in their first language, which influences further language learning, that ranges from fluent to minimal • may use culturally specific nonverbal communication and may have specific cultural values and beliefs regarding listening and speaking
Francophone people	• come from within the province and from other areas of Canada • may enter English-speaking schools at any age or may be learning English as a second language in a Francophone school
Hutterites, Mennonites or people of other religious groups	• attend school within their communities and learn English to access the outcomes of the program of studies • have religious and cultural concerns in their communities that strongly influence the selection of instructional strategies and teaching materials
Canadian-born children of immigrants	• have parents who may not speak English, limiting family support in schooling • in some cases, are born in Canada and return to their parents' home country, only to return for schooling in Alberta at some later time

Foreign-born ESL Students

Recently arrived immigrants	• make up a large group of ESL students in Alberta schools • may arrive at any time in the school year, and could be at any grade level • usually have attended school on a regular basis in their home country, and may have already studied English at school there, although this typically involves only a basic introduction to the language
Refugees	• have all the needs of regular immigrants, as well as issues relating to war, disaster, trauma and disorientation • may not have wanted to leave their home countries • may be worried about family members who have been left behind • may have received little or no formal schooling and have complex needs that go beyond learning English as a second language • may qualify for additional assistance from the federal government on arrival • may require assistance from government, social and community agencies for several years

Challenges for ESL Students

- Students may struggle with expressing their knowledge, gathering information and pursuing new concepts in an unfamiliar language.
- Students are in an environment where they are expected to acquire ever more sophisticated and complex knowledge and understanding of the world around them.
- Students often learn the full Alberta curriculum while learning English.
- Many students will experience value and cultural conflicts between their home language and culture and the English language and culture in which they are immersed.

©Alberta Education, Alberta, Canada

Each ESL student's cultural and life experiences will differ from those of other ESL students and those of other classmates. In preparing to welcome new students to the school, staff and teachers should find out as much as possible about the students' linguistic and cultural backgrounds. Many countries have a complex linguistic environment. For example, students from India may use two or three languages regularly.

In some cases, language is the basis for political strife between groups of people. For example, using the language of government or industry gives people exclusive access to power in some multilingual countries. In such cases, language can be a highly emotional issue.

Teachers should not assume that because two students come from the same general geographical area they have language and culture in common. They may have very different backgrounds, experiences and beliefs.

Sensitivity to political issues is also important. People who have been on opposing sides of political disputes in the past may now be living side-by-side in Canada. Usually, they leave their political differences behind them, but in some cases long-standing conflicts between groups of people can affect the way they regard and interact with one another.

Teachers should avoid stereotypical thinking about a student's background, abilities and preferences. Every country, culture and language group also has diversity within it. It is important to learn from students and their families about their previous experiences, goals, expectations and abilities. This inquiry and listening should be done with an open mind.

The Role of Culture in Second Language Learning

Learning a second language often involves learning a new culture. By the time a child is five years old, the first culture is already deeply rooted. The first culture of ESL students influences their way of communicating in the second language. For example, many Asian and FNMI students may avoid direct eye contact when speaking with teachers out of respect, based on the teachings of their cultures.

Gestures and body movements convey different meanings in different cultures. Also, the physical distance between speaker and listener is an important factor in some cultures. Some students may stand very close when they speak to a teacher, whereas others may back off if they think the teacher is too close. As the significance of even a friendly or encouraging touch is open to different cultural interpretations, it should be used cautiously, if not avoided altogether.

Learning how to interpret body language, facial expressions, tone of voice and volume in a new language and culture takes time on the part of the learner and patience and understanding on the part of the teacher. It may take a while before students learn the cultural cues that help them communicate more effectively and appropriately in nonverbal ways.

Some ESL students may only feel comfortable with male or with female teachers, depending on their customs and experiences. ESL students may or may not have previously studied in a classroom or school with both male and female students. Prior knowledge of this and discussion with the parents or guardians and the student will help ESL students feel more comfortable in the school setting.

Impact on Learning Preferences

Like all students, ESL students have differing personalities, cognitive abilities and educational and life experiences that influence their abilities and approaches to learning.

Some students take a systematic or analytical approach to second language learning. They want to know more about how the language works, such as rules governing grammar and spelling. These students may need longer conversational silences, as they wait to make sure that when they speak they will use language that is grammatically correct. These students tend to be shy or rigidly independent and have difficulty making mistakes or accepting or asking for assistance.

Other students are holistic in their orientation, focusing more on getting their message across than on its delivery. These students tend to be outgoing risk-takers who try to communicate from the start. They are typically comfortable with making mistakes, being corrected and asking for assistance; however, they may be satisfied with lower literacy levels and need to be motivated to work hard at developing greater accuracy in their language use.

Other Learning Impacts

Class discussion and participation may be foreign concepts to students of other cultures; for them, volunteering answers and information may be a bold and immodest practice. ESL students may be shocked by the spontaneous and outspoken behaviours of their peers. They have to adjust to new teaching styles and turn-taking rules in the classroom. Students who have come from schools with populations far greater than those found in Alberta may have learned to disappear in a large group but now feel as if their every move stands out. It may take these students some time to become comfortable in this new learning environment.

ESL students may have to make a transition from rote memorization of facts to analytical problem solving or from total dependence to self-reliance. Discovery, trial and error, and a question–answer style of learning can be strange to students who have been taught to believe that the teacher is the sole source of information and that the learner must accept information and not question it or volunteer opinions. Experience-based instruction with field trips may not be taken seriously by students and parents or guardians who have different views of learning. Many parents or guardians of ESL students also expect their children to do a great deal of homework. Communication between the home and school is essential to ensure mutual understanding of expectations.

©Alberta Education, Alberta, Canada

Understanding Cultural Differences in Student Behaviour

Teachers working with ESL students should also be aware that these students may sometimes respond in unexpected ways to particular classroom situations or events, because of different experiences, cultural values and beliefs from those of other students. The following chart identifies possible cultural explanations for behaviours and attitudes that ESL students may exhibit.

Behaviour or Attitude	Possible Cultural Explanation
The student avoids eye contact.	Keeping eyes downcast may be a way of showing respect. In some cultures, direct eye contact with a teacher is considered disrespectful and a challenge to the teacher's authority.
The student tends to smile when disagreeing with what is being said or when being reprimanded.	A smile may be a gesture of respect that children are taught in order to avoid being offensive in difficult situations.
The student shrinks from, or responds poorly to, apparently inoffensive forms of physical contact or proximity.	There may be taboos on certain types of physical contact. Buddhists, for instance, regard the head and shoulders as sacred and would consider it impolite to ruffle a child's hair or give a reassuring pat on the shoulder. There are also significant differences among cultures with respect to people's sense of what is considered an appropriate amount of personal space.
The student refuses to eat with peers.	Some students may be unaccustomed to eating with anyone but members of their own family.
The student does not participate actively in group work or collaborate readily with peers on cooperative assignments.	In some cultures, cooperative group work is never used by teachers. Students may thus view sharing as "giving away knowledge" and may see no distinction between legitimate collaboration and cheating.
The student displays uneasiness, expresses disapproval or even misbehaves in informal learning situations or situations involving open-ended learning processes; e.g., exploration.	Schooling in some cultures involves a strict formality. For students who are used to this, an informal classroom atmosphere may seem chaotic and undemanding, and teachers with an informal approach may seem unprofessional. Such students may also be uncomfortable with process-oriented learning activities and may prefer activities that yield more tangible and evident results.

Understanding Cultural Differences in Student Behaviour: Adapted, with permission from the Province of British Columbia, from *English as a Second Language Learners: A Guide for Classroom Teachers*, pp. 8, 9, 10. ©1999 Province of British Columbia. All rights reserved.

Behaviour or Attitude	Possible Cultural Explanation
The student refuses to participate in extracurricular activities or in various physical education activities; e.g., swimming, skating, track and field.	Extracurricular activities, along with some physical education activities, may not be considered a part of learning or may even be contrary to a student's religion or cultural outlook. Some students may also be working during after-school hours.
The student seems inattentive and does not display active learning behaviours.	In some cultures, the learning process involves observing and doing, or imitating, rather than listening and absorbing; e.g., through note taking.
Performance following instructions reveals that the student is not understanding the instructions, even though she or he exhibited active listening behaviours that suggested understanding and refrained from asking for help or further explanation.	In some cultures, expressing a lack of understanding or asking for help from the teacher is considered impolite, being interpreted as a suggestion that the teacher has not been doing a good job.
The student is unresponsive, uncooperative or even disrespectful in dealing with teachers of the opposite gender.	Separate schooling for boys and girls is the norm in some cultures. Likewise, in some cultures the expectations for males and females are quite different. The idea that females and males should have the same opportunities for schooling and play comparable roles as educators may run contrary to some students' cultural experiences.
The student appears reluctant to engage in debate, speculation, argument or other processes that involve directly challenging the views and ideas of others.	In some cultures, it is considered inappropriate to openly challenge another's point of view, especially the teacher's. In some cases, there may be a value attached to being prepared, knowledgeable and correct when opening one's mouth.
The student exhibits discomfort or embarrassment at being singled out for special attention or praise.	To put oneself in the limelight for individual praise is not considered appropriate in some cultures. In such cultures, the group is considered more important than the individual.
The student fails to observe the conventions of silent reading.	Some students may be culturally predisposed to see reading as essentially an oral activity and will read aloud automatically. For others, reading aloud is associated with memorization.

The sample situations described in the preceding chart indicate the need for teachers to be aware of their assumptions about the meaning of a student's behaviour and to adjust their own responses accordingly. Often the most effective response of teachers is to be clear and explicit about their own expectations or those prevalent in Canadian society.

©Alberta Education, Alberta, Canada

As ESL students become part of the mainstream class, everyone in the class must be prepared to adapt and broaden their understanding. There are times when the adjustments made to address the needs of ESL students will affect and make demands of the other students in the class.

Feedback on Pronunciation

An ESL student may be a fluent speaker, but sometimes communication breaks down because the student has problems mastering the English sound system. The amount of difficulty or phonetic interference will depend to a large extent on the pronunciation patterns of the student's first language. For example, a student who speaks a first language that has few final consonants will tend to drop word-final consonants in English or other languages, resulting in utterances like the following:

Jaw an Baw wa to da sto. (John and Bob walked to the store.)

Many ESL students are unnecessarily referred to speech–language pathologists because of problems that are directly attributable to first language interference. It is important for teachers to be aware that it takes students time to actually learn to hear new sounds, pronounce them properly and use them in conversation and in learning to spell. However, if a student stutters or stammers, or has prolonged problems with pronouncing certain sounds, it may be necessary to find out if these problems are also evident in the student's first language.

To find out whether or not the student requires speech–language intervention, listen to the student speaking in his or her first language with a peer, ask the student's parents or guardians, or request an assessment in the student's first language.

Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)

It is important for classroom teachers to understand the differences between functional, everyday language skills and the language skills required in an academic setting. Basic Interpersonal Communication Skills (BICS) typically develop within two years of arrival in an integrated classroom setting. BICS make students appear to have mastered many aspects of the language, as they are able to discuss, joke and socialize with classmates; however, there are considerable differences between BICS and the language required for academic purposes. Cognitive Academic Language Proficiency (CALP) takes five to eight years to acquire, and ESL learners need support and assistance with their language learning to achieve CALP. Therefore, in language and culture programs, it is important to remember that ESL learners may or may not have sufficient language or concepts on which to base their new language learning.

Implications of Learning Multiple Languages Concurrently

The number of trilingual students in Canada is increasing, and most people are aware of the advantages of speaking three languages. Possessing skills in multiple languages leads to educational, economic and sociocultural benefits. Students for whom English is a second language, including those who are learning two languages as well as those who already have bilingual competencies in languages other than English, develop certain tendencies as trilingual speakers that may aid their language development. Limited instruction in a third language will not lead to trilingual proficiency, but it will enable these students to develop language learning skills.

Since the majority of trilinguals are bilinguals learning a third language, success in third language acquisition is based on proficiency in the first language, the recency of the second language acquisition, linguistic distance and interlanguage transfer. English as a second language (ESL) students may find it beneficial to learn a third language as it may improve their understanding of English.

Second Language Acquisition

The term *second language* refers to a language that is learned after the first language is relatively well established. By the age of five, children have control over most of their first language grammar. Any language they learn after that is filtered through their previously learned language.

ESL learners are already learning a second language—typically English—in Alberta schools. Whatever their backgrounds, all ESL students will benefit from being included in the Italian language and culture program. The most compelling reason is that it is typically during the Italian language and culture program that all students in the classroom tend to be on a more level playing field. For example, when a teacher is speaking Italian, it is possibly the one time during the day when the ESL student understands as much as his or her classmates and is not at a disadvantage, as with instruction in English. In fact, the ESL learner's own first language may provide an advantage. Also, the skills necessary to learn a new language are transferable to learning other languages. ESL students should be encouraged to be included in Italian language and culture programs, despite their limited proficiency in English.

Implications of Learning Multiple Languages Concurrently: Adapted from The Language Research Centre of the University of Calgary, *A Review of the Literature on Second Language Learning* (Edmonton, AB: Alberta Learning, 2004), pp. 57, 61.

© Alberta Education, Alberta, Canada

Tips for Teachers of ESL Students

1. **Be conscious of the vocabulary you use.**
   Choose simple, straightforward words that are in everyday use.
2. **Provide additional wait time when students are responding to questions.**
3. **Simplify sentence structures and repeat sentences verbatim before trying to rephrase.**
   Short, affirmative sentences are easiest for new learners of English to understand. Complex sentences and passive verb constructions pose a greater challenge. For example, instead of "The homework must be completed and handed in by Friday," it would be better to say "You must finish the work and give it to me on Friday."
4. **Recycle new words.**
   Reintroduce new words in a different context or use recently learned words to introduce or expand a concept.
5. **Rephrase idioms or teach their meanings.**
   ESL students often translate idiomatic expressions literally. Post a list of idioms for students to see, talk about and use.
6. **Clearly mark transitions during classroom activities.**
   To avoid confusion when changing topics or focus, explicitly signal the changes; e.g., "first we will ...", "now it's time for ...".
7. **Give clear instructions.**
   Number and label the steps in an activity. Reinforce oral instructions for homework and projects with a written outline to help students who may not be able to process oral instruction quickly enough to understand fully.
8. **Use many nonverbal cues.**
   Gestures, facial expressions and mime will help learners grasp the meaning of what you are saying. Be aware, however, that some gestures, e.g., pointing at people, may have negative meanings in some cultures.
9. **Periodically check to ensure ESL students understand.**
   ESL students may be reluctant to ask for clarification or to admit that they don't understand something, if asked directly. To check for understanding, focus on the students' body language, watching for active listening behaviours or for expressions or postures that indicate confusion or frustration.
10. **Write key words on the board, and use visual and other nonverbal cues, whenever possible, to present key ideas.**
    Concrete objects, charts, maps, pictures, photos, gestures, facial expressions and so on form an important complement to oral explanations for ESL students.
11. **Provide written notes, summaries and instructions.**
12. **Use the students' native languages to check comprehension and to clarify problems.**
    If you or some of your students speak the native language of your ESL student, use the first language to clarify instructions, provide translations of key words that are difficult to explain, and find out what the student knows but cannot express in English. Most ESL students will only need this additional support for a limited time or in rare situations.

Tips for Teachers of ESL Students: Some tips adapted, with permission from the Province of British Columbia, from *English as a Second Language Learners: A Guide for Classroom Teachers*, pp. 18, 19, 20. © 1999 Province of British Columbia. All rights reserved.

13. **Communicate interest in students' linguistic development, and set expectations.**

14. **Respond to students' language errors.**
    When students produce incorrect grammar or pronunciation, rephrase their responses to model correct usage, without drawing specific attention to the error. In responding to students' written errors, try to focus on consistent errors of a specific type and concentrate on modelling or correcting only that error. If you target each and every error, the student may not grasp the specific rules that must be applied and may become confused and overwhelmed. Keep in mind that it is best to focus on content and understanding first.

Considering the Student's Perspective

As well as creating an effective learning environment for ESL students, it is important for teachers to consider the learning environment from the student's perspective.

ESL students learn best when they:

- are involved in decision making
- become aware of available resources
- are actively involved in evaluation practices
- have opportunities to develop a sense of self-confidence and competence
- feel safe and secure to try things and to make mistakes
- are free to interact with materials, peers and adults
- have opportunities to make choices and decisions about what to do, what to use and who to work with
- become aware of the needs of others and show respect and a caring attitude toward others
- have opportunities for success
- influence their own experiences and the experiences of all others in the class
- continue to develop theories about the way the world works
- are both a learner and a teacher, an individual and a group member.

Celebrating Cultural Differences

There are many ways to celebrate cultural differences in the classroom and the school.

Tips for Celebrating Cultural Differences

1. Begin by finding out as much as possible about the cultures represented in your room and in your community.
2. Ensure that the school is culturally inclusive visually. Displays around the school should represent various backgrounds, cultures, religions and lifestyles. Emphasize the everyday rather than the exotic.
3. Bilingual as well as first language books and dictionaries, and books written by a wide variety of authors from various cultures, can be part of the school library collection. The school library should be reviewed regularly to ensure that materials are culturally appropriate.

©Alberta Education, Alberta, Canada

4. Seasonal, holiday and artistic displays in the classroom and school should reflect the cultural composition of the school. If cultural and faith celebrations are honoured within the school, they should be inclusive of all members of the school community.
5. School staff members should be encouraged to decorate their work spaces with items that reflect their cultural backgrounds.

Differentiating Learning Activities for ESL Students

It may be necessary to differentiate learning activities for ESL students. Some examples of differentiation for ESL students are listed in the chart below.

	General Curriculum Focus	Whole Group Activity	Suggestions for Differentiation
10-3Y level	Develop reading skills in Italian.	Class reads grade-level story and discusses.	ESL learner will highlight words understood. ESL learner will sit with a buddy and follow the text.
20-3Y level	Exchange basic personal information.	Using a vocabulary list, students work in groups of two or three to write a short script about meeting a new friend. They read the script together.	ESL learner will contribute some of the words for the script. He or she may mime parts of the script for the class.
30-3Y level	Explore the use of language for imagination, humour and fun.	Students play a variety of traditional sports or games in Italian.	ESL learner may display prior knowledge of a game and teach the game to classmates.

Choosing Instructional Strategies

Instructional strategies that are effective in teaching second languages are often the same strategies that are effective with ESL students. In general, structured cooperative learning activities, group discussions and the use of educational technologies are effective instructional strategies for ESL students.

Cooperative Learning

→ For more information ...

Chapter 3

Cooperative learning activities that incorporate predictable routines and structures are integral to a supportive learning environment. Cooperative learning includes students working together in small groups toward a group goal or task completion, students sharing ideas and materials, and students celebrating success based on the performance of the group rather than on the performance of individuals.

The benefits of using cooperative learning with ESL students are that it allows them to interact with their peers, it models language and social interactions, it develops positive interdependence and self-confidence, and it allows for repetition of information as the group works together to solve problems. The challenges of using cooperative learning are that ESL students may find it to be a threatening experience, may not be used to expressing personal opinions and/or may not have enough language to interact with their peers.

When using cooperative learning as an instructional strategy, teachers should remember to keep groups small, group ESL students carefully, assign roles in each group and monitor group interactions.

Group Discussions

Similar to cooperative learning, group discussions allow ESL students to articulate their views and respond to the opinions of others. Group discussions are essential for building background knowledge on specific issues, creating motivation and interest, and exploring new ideas. They also create a sense of belonging and lead to social interactions.

The challenges of using group discussions are that ESL students may have insufficient listening comprehension skills, may misinterpret body language and may feel anxiety over the expression of their personal opinion, especially if such expression was not encouraged in their previous educational setting.

To foster effective group discussions, teachers need to encourage an atmosphere of openness and acceptance, establish ground rules for discussions, choose topics for discussion carefully and give ESL students an opportunity to think before they respond.

Technology

➔ **For more information ...**

Chapter 3

All students, including ESL students, should become familiar with different types of technology. Some students may have had extensive opportunities to use different technologies, whereas others may have had limited opportunities. In most cases, students are highly motivated to use any form of technology.

Some suggestions for using technology include:

- electronic journals or diaries
- interactive projects with different schools or countries
- chat rooms, news groups, bulletin boards
- production of audio, video or multimedia assignments
- structured e-mail interactions
- submission of assignments via e-mail
- cross-cultural communication with e-pals
- writing conferences via e-mail.

Using technology benefits students by presenting information in a new way, e.g., providing oral presentation of written text, and by allowing students to work independently at their own pace. Interacting through technology may also be less threatening and intimidating for ESL students than interacting in person.

©Alberta Education, Alberta, Canada

The challenges of using technology include providing instruction on how to use the technology and monitoring the activity to ensure that students are on task. Assigning partners in the computer lab is a common and valuable strategy. ESL students may need to be introduced to the North American keyboard. There are many effective educational software programs available for teaching basic computer skills, keyboarding and even second languages.

Suggestions for Assessment

→ For more information ...

Chapter 7

Appendix E
Assessment
Blackline Masters

With ESL students, assessment includes finding out about their background knowledge and about any gaps in their prior education.

Accurate assessment of ESL students is difficult because of the limited ability of these students to express themselves. Some modification of assessment practices may be necessary.

Modifying Assessment for ESL Students

Novice Students (up to six months in an English-speaking classroom with ESL support)

- Have student point to the picture of a correct answer (limit choices).
- Have student circle a correct answer (limit choices).
- Instruct student to draw a picture illustrating a concept.
- Instruct student to match items.
- Have student complete fill-in-the-blank exercises with the word list provided.
- Reduce choices on multiple choice tests.
- Test student orally in English or in the native language.

Beginning Students (up to two years in an English-speaking classroom with ESL support)

- Instruct student to match items.
- Have student complete fill-in-the-blank exercises with the word list provided.
- Give open-book tests.
- Ask student to retell/restate (orally and in writing).
- Instruct student to define/explain/summarize orally in English or in the native language.
- Use cloze procedures with outlines, charts, time lines and other graphic organizers.

Modifying Assessment for ESL Students: Adapted from Pamela Wrigley, *The Help! Kit: A Resource Guide for Secondary Teachers of Migrant English Language Learners* (Oneonta, NY: ESCORT, 2001), p. 146. Adapted with permission from ESCORT

©Alberta Education, Alberta, Canada 2009

Intermediate Students
(up to five years in an English-speaking classroom with ESL support)

- Have student explain how an answer was achieved (orally and in writing).
- Have student complete fill-in-the-blank exercises.
- Ask student to retell/restate (orally and in writing).
- Have student define/explain/summarize (orally and in writing).
- Have student compare and contrast (orally and in writing).
- Use cloze procedures with outlines, charts, time lines and other graphic organizers.
- Have student analyze and explain data (orally and in writing).
- Instruct student to express opinions and judgements (orally and in writing).

Reporting ESL Students' Progress

School jurisdictions may have specific policies regarding the reporting of achievement of ESL students. Some jurisdictions will supply specifically designed ESL report cards. Other jurisdictions will modify the regular report card to reflect the program of the ESL student. Still other jurisdictions have developed report cards that reflect the needs of all students and that have the capacity to include learner outcomes developed specifically for ESL students. No matter what format is used, it is important that accurate information is shared.

Whenever necessary, the services of an interpreter can be used to explain to parents how their children are doing. Teachers can check with local service agencies for lists of available interpreters or ask the family if they have someone they trust to interpret the information for them.

©Alberta Education, Alberta, Canada

Chapter 7
Classroom Assessment

Chapter Summary

Introduction
Assessment
Evaluation
Assessment for Learning (Formative) and Assessment of Learning (Summative)
Determining the Assessment Purpose
Principles of Effective Classroom Assessment
Assessment Accommodations for Students with Special Education Needs
Student-directed Assessment
Teacher-directed Assessment
Assessment and Evaluation Resources

Introduction

Assessment approaches and strategies provide evidence of understanding and are a critical part of the planning process. Assessment should be considered and planned before deciding on learning activities. Assessment approaches and tasks provide the context and direction for learning activities that will be used to build understanding and skills.

Assessment

Assessment is the gathering and consideration of information about what a student knows, is able to do and is learning to do. It is integral to the teaching–learning process, facilitating student learning and improving instruction.

Teachers consider assessment during all stages of instruction and learning. The assessment process informs teachers as to what students know and are able to do in relation to learning outcomes. Informed by a well-designed and implemented

assessment process, teachers are empowered to make sound pedagogical decisions to move students toward the achievement of learning outcomes.

Teachers use assessment to:

- obtain information about what students know or are able to do
- modify instruction
- improve student performance.

Assessment practices should:

- be part of an ongoing process rather than a set of isolated events
- focus on both process and product
- provide opportunities for students to revise their work in order to set goals and improve their learning
- provide a status report on how well students can demonstrate learning outcomes at a particular time
- be developmentally appropriate, age-appropriate and gender-balanced and consider students' cultural and special needs
- include multiple sources of evidence (formal and informal)
- provide opportunities for students to demonstrate what they know, understand and can do
- involve students in identifying and/or creating criteria
- communicate the criteria used to evaluate student work before students begin tasks
- be communicated to students so that they understand expectations related to learning outcomes and can plan for success.

Also, assessment practices should help and encourage students to:

- be responsible for their own learning
- be involved in establishing criteria for evaluating their products or performances
- work together to learn and achieve outcomes
- feel competent and successful
- set goals for further improvements.

Evaluation

Evaluation is often confused with assessment. Evaluation is a judgement regarding the quality, value or worth of a student's response, product or performance based on established criteria and curriculum standards. Through evaluation, students receive a clear indication of how well they are performing in relation to learning outcomes.

With information from assessment and evaluation, teachers can make decisions about *what* to focus on in the curriculum and *when* to focus on it. Assessment and evaluation identify who needs extra support, who needs greater challenge, who needs extra practice and who is ready to move on. The primary goal of assessment and evaluation is to provide ongoing feedback to teachers, students and parents in order to enhance teaching and learning.

©Alberta Education, Alberta, Canada

Assessment for Learning (Formative) and Assessment of Learning (Summative)

Assessment is generally divided into two categories: assessment for learning (formative assessment) and assessment of learning (summative assessment). For professional discussion and understanding, it is helpful to be aware of these terms and their meanings.

Assessment for Learning

→ For more information ...

Appendix E

Assessment for learning is characterized by the ongoing exchange of information about learning among students, peers, teachers and parents. It provides information about student progress, allowing a teacher to make program adjustments to best meet the learning needs of a student or class. Assessment for learning provides detailed, descriptive feedback through comments. As a result of receiving feedback focused on the learning outcomes, students will have a clearer understanding of what they need to do to improve their future performance. If students are to become competent users of assessment information, they need to be included in the assessment process (Black et al. 2003).

Examples of assessment for learning activities include the following:

- Students learn the names of family members or guardians and bring a photograph or drawing of their family to class. They take turns introducing their family members or guardians to their peers. Observe students for the demonstration of specific outcomes, such as how well they share basic information and if they communicate words and phrases comprehensibly. Observations are recorded using an outcome-based observation checklist. Such information effectively informs the planning process, leading to improvement of future student performance in relation to specific learning outcomes.
  Caution
  Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. An alternative activity may be necessary.
- After hearing Italian spoken clearly and correctly, students form small groups and read a short passage to one another. Each group selects a spokesperson to present the passage to the entire class. The teacher facilitates a discussion on the characteristics of good Italian pronunciation. Students then summarize some of the characteristics of good pronunciation in their learning logs. This knowledge is used to improve students' oral interaction and production skills.

Assessment of Learning

Assessment of learning most often occurs at the end of a period of instruction, such as a unit or term. It is designed to be summarized in a performance grade and shared with students, parents and others who have a right to know.

© Alberta Education, Alberta, Canada 2009

Examples of assessment of learning activities include the following:

- At the conclusion of a unit on "My Friends," students prepare a personal collage by using pictures of themselves; their friends; their favourite activities, foods and books; and their likes and dislikes. Each picture is labelled in Italian. The collages are then presented orally in Italian. An outcome-based rubric is used to evaluate how well students are able to share basic information and use pronunciation comprehensibly. The rubric is then translated into a grade that can be presented as part of a report card, portfolio or parent–student–teacher conference.
- At the end of a period of study in which students have had the opportunity to learn and use several relevant vocabulary words, students write a test in which they match Italian vocabulary words with the corresponding words in English. These tests are marked and contribute to an overall mark in a reporting period.

Comparing Assessment for Learning and Assessment of Learning

Assessment for Learning (Formative Assessment)	Assessment of Learning (Summative Assessment)
Checks learning to determine what to do next, then provides suggestions of what to do—teaching and learning are indistinguishable from assessment.	Checks what has been learned to date.
Is designed to assist educators and students in improving learning.	Is designed for the information of those not directly involved in daily learning and teaching (school administrators, parents, school board, Alberta Education, post-secondary institutions) in addition to students and teachers.
Is used continually by providing descriptive feedback.	Is presented in a periodic report.
Usually uses detailed, specific and descriptive feedback—in a formal or informal report.	Usually compiles data into a single number, score or mark as part of a formal report.
Is not reported as part of an achievement grade.	Is reported as part of an achievement grade.
Usually focuses on improvement, compared with the student's "previous best" (self-referenced, making learning more personal).	Usually compares the student's learning either with other students' learning (norm-referenced, making learning highly competitive) or with the standard for a grade level (criterion-referenced, making learning more focused).

Comparing Assessment for Learning and Assessment of Learning: Adapted from Ruth Sutton, unpublished document, 2001. Used with permission from Ruth Sutton Ltd.

©Alberta Education, Alberta, Canada

Determining the Assessment Purpose

Any assessment strategy can serve both formative and/or summative purposes, depending on how the results are used. In assessment of learning, tests are given to check learning at a given point and are included as part of the report card mark. When planning to administer a test, teachers can also use assessment for learning strategies. For example:

- Teachers can collaboratively develop test questions with students. Developing test questions gives an indication of what students know and can do. This helps students understand how to focus their test preparation and helps teachers determine how to most effectively guide student review.

- Teachers can ask students to rate, on a scale from easy to difficult, what has been learned. This helps students understand how to focus their test preparation and helps teachers determine how to most effectively help students review. Following a test, teachers can ask students to identify what questions they considered to be the most difficult—the ones they found most challenging, not necessarily the questions they got wrong. Teachers can then take this information and work with students to categorize learning outcomes that proved difficult and to facilitate student self-assessment and goal setting.

- Teachers can administer a nongraded pre-test prior to introducing a new activity. For example, if the instructional focus of a game to be played is to learn new vocabulary, students can be given a pre-test to check how well they know that vocabulary. After the learning experience, students can complete the same test and compare their performances. Based on this comparison, students can reflect on their learning in their learning logs.

It is possible to use the same test for both assessment of learning and assessment for learning. It is up to teachers to determine the purpose and use of the results of assessment strategies.

Meaningful Assessment

The quality of assessment largely determines the quality of evaluation. Valid judgements can be made only if accurate and complete assessment data are collected in a variety of contexts over time.

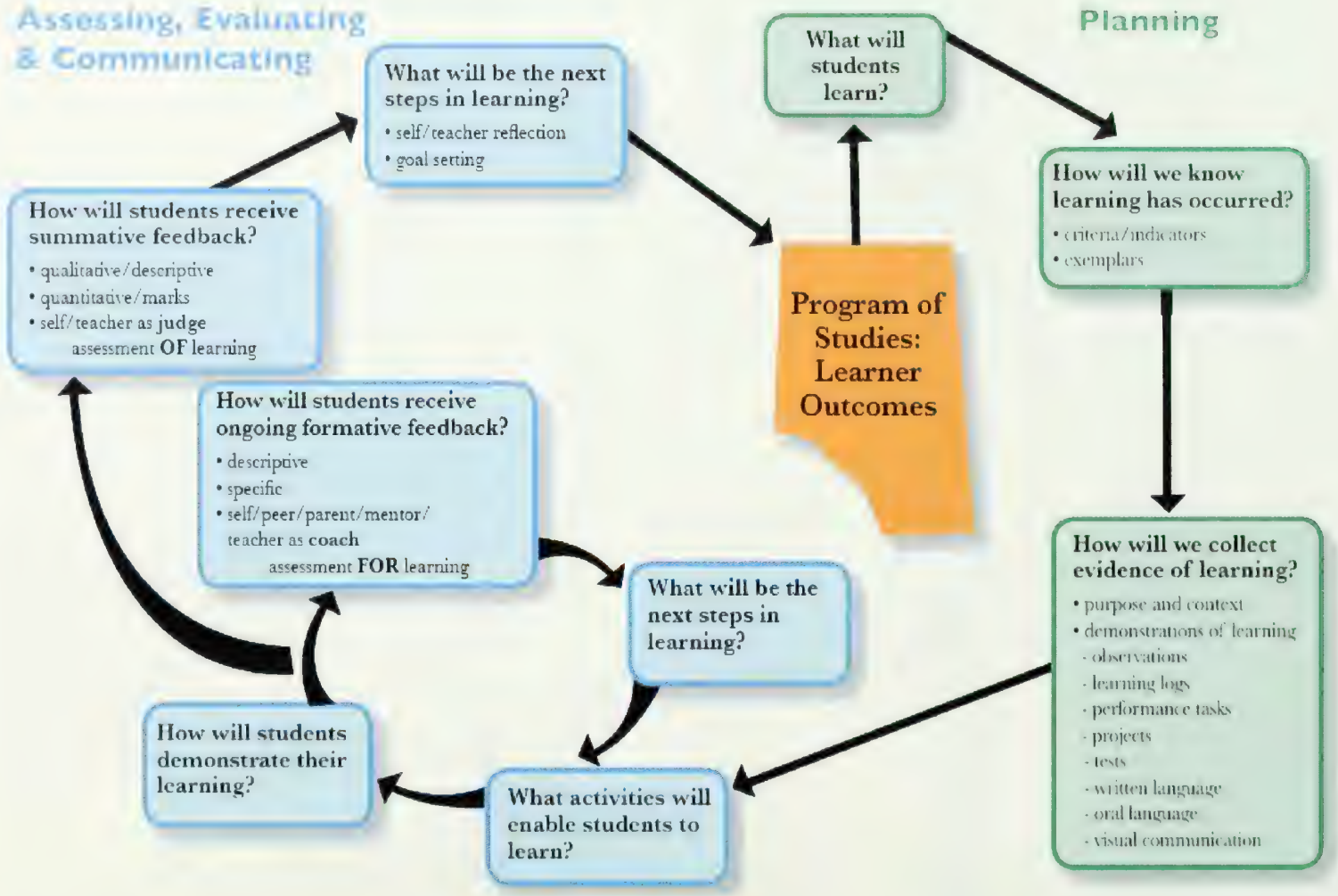
Assessment should occur in authentic contexts that allow students to demonstrate learning by performing meaningful tasks. Meaningful assessment achieves a purpose and provides clear and useful information. For example, it may identify misunderstandings in student learning and provide corrective feedback and direction for further instruction. Assessment enhances instruction and learning.

Meaningful content and contexts for assessment help students by engaging their attention and encouraging them to share their work and talk about their learning processes. Students need to take an active part in assessment. When students understand assessment criteria and procedures and take ownership for assessing the quality, quantity and processes of their own work, they develop self-assessment skills. The ultimate goal of assessment is to develop independent lifelong learners who regularly monitor and assess their own progress.

©Alberta Education, Alberta, Canada

©Alberta Education, Alberta, Canada

Assessing Student Learning in the Classroom



Assessing Student Learning in the Classroom: ©Alberta Assessment Consortium (AAC). Source: *A Framework for Student Assessment* (p. 3). 2nd ed. (2005). Used with permission.

Principles of Effective Classroom Assessment

Effective assessment provides regular feedback and allows teachers and students to reflect on progress and adjust instruction for learning.

There are several critical factors for teachers to consider as they plan and develop an effective classroom assessment program. The graphic on the preceding page, "Assessing Student Learning in the Classroom," outlines a framework for classroom assessment based on the latest research and best practices designed to enhance student learning. The following principles are central to an assessment process that informs teaching practices and enhances student learning.

Assessment reflects intended outcomes from the program of studies.

General and specific outcomes identify expectations for student achievement across curriculum. These outcomes should be used to articulate evidence and criteria for learning. When outcomes are clustered around a "big idea" or concept, they can be used as the basis for articulating expectations, selecting strategies and developing activities. Well-aligned units and lesson plans:

- clearly identify a cluster of outcomes around a big idea or concept
- describe what students should understand, know and do to meet the outcomes
- provide learning activities that lead students to attain the outcomes
- use instructional approaches or strategies based on indicators of student learning.

Teachers should plan assessment activities that require students to demonstrate what they understand and can do in relation to the selected outcomes so that valid inferences can be made based on the results.

Assessment criteria are clearly communicated.

Criteria describe what students are expected to be able to do to meet intended learning outcomes. Criteria need to be written in age-appropriate language and communicated to students prior to beginning an assessment activity. Sharing criteria with students empowers them to monitor their learning and communicate their progress.

Assessment employs a variety of strategies.

The most accurate profile of student achievement is based on the findings gathered from assessing student performance in a variety of contexts. When teachers use a variety of assessment for learning and assessment of learning strategies consistently, they are able to accurately communicate student achievement in relation to the program of studies. Some skill outcomes can only be evaluated through performance assessment that provides students with a meaningful real-world context, and in second language instruction, observation of personal communication is an essential assessment strategy.

©Alberta Education, Alberta, Canada 2009

Assessment is ongoing.

The assessment process has no beginning or end; it is a continuous process that enhances teaching and learning and provides ongoing feedback to teachers, students and parents about student learning. Teachers gather information about student learning and consider it as they plan further instruction. They use ongoing student assessment to make decisions on how to best support student learning while students work toward achieving the outcomes in the program of studies.

Assessment involves students in the process.

Whenever possible, students should be involved in determining the criteria used to evaluate their work. Such involvement leads students to a deeper understanding of what they are expected to know and do. Students should also be involved in the process of identifying their learning needs and goals. Teachers facilitate self-assessment, peer assessment, conferencing and goal setting to enhance learning and to allow students to become effective users of assessment information.

Assessment demonstrates sensitivity to individual differences and needs.

Assessment impacts student motivation and self-esteem and therefore needs to be sensitive to how individual students learn. "Accommodations to … assessment will greatly serve the needs of individual students who have communication, behavioural, intellectual or physical exceptionalities …. Such accommodations or adaptations should be made to ensure the most accurate understanding of a student's performance …" (Toronto Catholic District School Board 2001, p. 14). As teachers conference with students, decisions are made with regard to the next steps in student learning. This includes accommodations for individual student learning needs.

Accommodations to programming and assessment, including those for ESL students and for students with special education needs, ensure the most positive impact on student learning and an accurate understanding of student performance. Specific accommodations may include adjustments to the kind, breadth, depth and pace of assessment.

→ **For more information ...**

Chapter 6
Modifying Assessment for ESL Students

Chapter 7
Assessment Accommodations for Students with Special Education Needs

Appendix C
Examples of Assessment Accommodations

©Alberta Education, Alberta, Canada

Assessment includes many different tools and processes.

Assessment tools and processes include:

- tests and quizzes with constructed-response (performance-based) items and selected-response items (true/false, fill-in-the-blank, multiple choice)
- reflective assessments, such as journals, logs, listen–think–pair–share activities, interviews, self-evaluation activities, and peer response groups
- academic prompts that clearly specify performance task elements, such as format, audience, topic and purpose
- culminating assessment projects that allow for student choice and independent application.

Assessment should:

- be directly connected to curriculum expectations and to instructional strategies
- include various forms, such as observations, anecdotal notes, rating scales, performance tasks, student self-assessment, teacher questioning, presentations and learning logs
- be designed to collect data about what students know and are able to do, what they need to learn, and what they have achieved and about the effectiveness of the learning experience
- demonstrate a range of student abilities, skills and knowledge
- involve sharing the intended outcomes and assessment criteria with students prior to an assessment activity
- take place before, during and after instruction
- provide frequent and descriptive feedback to students
- ensure that students can describe their progress and achievement.

©Alberta Education, Alberta, Canada

Assessment Accommodations for Students with Special Education Needs

→ For more information ...

Chapter 4

Assessment may need to be modified or adapted to accommodate students with special education needs. Based on a clear understanding of the specific needs of a student, teachers can make assessment accommodations related to:

- kind/task
- depth/detail
- breadth/volume
- pace/timing.

The following chart describes examples of these types of assessment accommodations.

Accommodation in Kind (Task)	Accommodation in Depth (Detail)
• Familiarize students with methods being used. • Use alternative assessment formats; e.g., oral tests, conferences. • Encourage student negotiation of performance tasks. • Provide exemplary models. • Allow students to practise the activity. • Convert short answer questions to a cloze format. • Present tasks that begin with the concrete and move to the abstract. • Encourage the use of tools such as calculators, dictionaries, word processors and magnifiers. • Allow peer support, such as partner work.	• Break down complex tasks into smaller steps. • Provide written instructions in addition to verbal directions. Put an outline of steps on the board. • Include picture clues to support verbal instructions. • Modify the format of the evaluation by having fewer questions per page, or limit the overall number of questions. • Teach students to attend to key direction words in questions by using a highlighter. • Avoid excessive corrections by focusing on fewer expectations.
Accommodation in Breadth (Volume)	**Accommodation in Pace (Timing)**
• Reduce amount of reading and writing required. • Reduce amount of content per assessment task. • Provide clear, simple directions for the assessment activity. • Allow the use of notes or text during tests to assist students with weak recall, or provide a set of reference notes. • Monitor work to ensure time lines are met.	• Provide additional time to complete tasks and tests. • Have students repeat and rephrase instructions. • Allow students to complete the assessment task over several sessions. • Reinforce effective behaviour such as finishing on time and demonstrating commitment to the task. • Take into account improvement over time.

Assessment Accommodations for Students with Special Education Needs: Adapted with permission from Toronto Catholic District School Board, *Assessment of Student Achievement in Catholic Schools: A Resource Document* (Toronto, ON: Toronto Catholic District School Board, 2001), p. 15.

©Alberta Education, Alberta, Canada

Student-directed Assessment

Involving students in the assessment process allows them to become effective users of assessment information. Students can become proficient users of student-directed assessment strategies such as conferencing, self-assessment, peer assessment and goal setting.

Assessments that directly involve students help them learn important skills that they will be able to use as lifelong learners. They learn to be reflective and responsive, to think about their own efforts, to be constructive in self-assessment and peer assessment, and to provide specific information that makes a difference.

By integrating self-assessment activities and providing time for goal setting and peer assessment in routine classroom activities, assessment shifts from the teacher as judge and evaluator, to the teacher as coach and facilitator. To increase student involvement in the assessment process, teachers should:

- explain scoring criteria for performance-based tests prior to the tests
- show exemplars of what excellent work looks like whenever possible
- use language that students understand
- develop assessment tools collaboratively with students
- develop self-monitoring and self-assessment tools for different tasks and assignments
- encourage student goal setting.

Conferencing

Conferences are usually short, informal meetings held with individual students or a small group of students and involve diagnostic listening, questioning and responding. Interviews are conferences conducted to gather specific information. They may involve a set of questions asked for a specific purpose or a formal set of written questions to which a student responds in writing. For example, teachers may need information about a student's use of text and may use a formal conference or interview to ask questions directly related to a particular aspect of the student's performance.

Sometimes more formal interviews are conducted regarding student attitudes and metacognitive behaviours. These are often presented as a set of questions or activities to which the student may respond orally, while the teacher records his or her responses.

Whether conferences are informal or formal, they are most beneficial for assessment purposes when they are held on a regular basis and both student and teacher come prepared with materials to share and questions to ask. Conference notes form a permanent record of the content of the conference and can be used to set goals for future learning.

Once students are familiar with conferencing procedures, peer conferencing can be used by students to obtain feedback and to discuss their progress and goals.

The purpose of conferencing is to:

- provide opportunities for students and the teacher to discuss learning strengths and areas for improvement
- set learning goals
- learn about students' understanding of information, students' attitudes toward learning, and the skills and strategies students employ during the learning process
- provide opportunities for individualized teaching, guiding students to more challenging materials and determining future instructional needs.

Tips for Conferencing with Students

1. Ensure that students are aware of the purpose of the conference and of the expectations of participants before the conference begins.
2. Manage conferences by setting aside definite times.
3. Record individual student names on a classroom calendar so that students know the day on which their conference will occur.
4. Use a class list to ensure that all students are seen in individual conferences.
5. Allow students to request conferences on a sign-up basis.
6. Ensure that all students select at least a minimum number of conferences (to be determined by the teacher) throughout the term.
7. Review class records frequently to ensure that all students are being seen regularly.
8. Schedule assessment conferences for five to ten minutes with a specific purpose in mind.
9. Maintain a friendly, relaxed atmosphere that promotes trust.
10. Ensure that students are able to work independently so conferences can occur without interruption. Discuss the purpose of conferences and the expectations of all members of the class during conference times. Establish procedures for problem-solving other class issues that may arise during conference times.
11. Conference more frequently with students having difficulty.
12. Focus on only one or two topics at each conference.
13. Begin and end each conference on a positive note.
14. Review recent anecdotal notes and conference records to identify students in immediate need of conferencing.
15. Understand that students become more involved and accept more responsibility for the conference as they become familiar with the process.
16. In a group conference, each student involved has the opportunity to share his or her work, to emphasize what he or she is proud of and to ask questions. Other participants point out what they like about the student's work and offer suggestions for improvement. It may be useful to observe and to record anecdotal notes.

©Alberta Education, Alberta, Canada

Personal Reflection and Self-assessment

→ **For blackline masters ...**

Appendix E
Self-assessment Checklist.
Self-assessment Rating Scale.
Self-assessment Checklist and Goal Setting

Personal reflection can be structured by the teacher or the students and may include personal responses about the learning process. Teachers can effectively model personal reflection for students on a daily basis.

When students self-assess they:

- reflect on what they have learned and how they learned it
- monitor and regulate their learning while they are learning
- see their strengths as well as areas that need work
- realize that they are responsible for their own learning
- evaluate the quality of their work and knowledge
- set goals for future learning and plan ways to achieve their goals
- see their progress in all curricular areas.

Tools such as response journals and learning logs can become even more effective when accompanied by the use of probes or specific questions. In *Assessing Student Outcomes*, Marzano, Pickering and McTighe offer the following journal writing probes and questions that help students reflect on their own learning:

Reflecting on Content

Describe the extent to which you understand the information discussed in class. What are you confident about? What are you confused about? What do you find particularly interesting and thought provoking?

Reflecting on Information Processing

Describe how effective you were in gathering information for your project.

Reflecting on Communication

Describe how effective you were in communicating your conclusions to your discussion group.

Reflecting on Collaboration and Cooperation

Describe how well you worked with your group throughout your project.

Assessing their own thinking and learning provides students with valuable training in self-monitoring. One way to have students reflect on their learning is to have them complete sentence stems such as the following:

- This piece of work demonstrates that I can ...
- I can improve my work by ...
- After reviewing my work, I would like to set a new goal to ...
- A strategy that worked well for me is ...

To maximize learning, teachers can create opportunities for students to compare their own self-assessment information with teacher assessments. This kind of authentic student–teacher interaction during the assessment process encourages students to honestly and thoughtfully assess their own work and take ownership of their own learning.

©Alberta Education, Alberta, Canada

Students can assume more responsibility in the learning process by assessing and/or evaluating their own assignments or projects prior to teacher or peer assessment. Students can also write their own progress report comments and summary-of-learning letters to teachers and parents.

Portfolios

A portfolio is a purposeful collection of student work samples, student self-assessments and goal statements that reflect student progress. Students generally choose the work samples to place in the portfolio, but the teacher may also recommend that specific work samples be included. Portfolios are powerful tools that allow students to see their academic progress from grade to grade.

The physical structure of a portfolio refers to the actual arrangement of the work samples, which can be organized according to chronology, subject area, style or goal area. The conceptual structure refers to the teacher's goals for student learning. For example, the teacher may have students complete a self-assessment on a work sample and then set a goal for future learning. The work sample self-assessment and the goal sheet are then added to the portfolio.

Work samples from all curricular areas can be selected and placed in a portfolio, including stories, tests and projects.

Effective portfolios:

- are updated regularly to keep them as current and complete as possible
- help students examine their progress
- help students develop a positive self-concept as learners
- are shared with parents or guardians
- are a planned, organized collection of student-selected work
- tell detailed stories about a variety of student outcomes that would otherwise be difficult to document
- include self-assessments that describe the student as both a learner and an individual
- serve as a guide for future learning by illustrating a student's present level of achievement
- include a selection of items that are representative of curriculum outcomes and of what students know and can do
- include the criteria against which the student work was evaluated
- support the assessment, evaluation and communication of student learning
- document learning in a variety of ways—process, product, growth and achievement
- include a variety of works—audio recordings, video recordings, photographs, graphic organizers, first drafts, journals and assignments that feature work from all of the multiple intelligences.

©Alberta Education, Alberta, Canada

Work samples not only provide reliable information about student achievement of the curriculum, but also provide students with a context for assessing their own work and setting meaningful goals for learning. Furthermore, displaying concrete samples of student work and sharing assessments that illustrate grade level expectations of the curriculum are key to winning the confidence and support of parents.

An essential requirement of portfolios is that students include written reflections that explain why each sample was selected. The power of the portfolio is derived from these descriptions, reactions and metacognitive reflections. Conferencing with parents, peers and/or teachers helps synthesize learning and celebrate successes. Some students become adept at writing descriptions and personal reflections of their work without any prompts. For students who have difficulty deciding what to write, sentence starters might be useful; e.g.,

- This piece shows I really understand the content because …
- This piece showcases my _____ intelligence because …
- If I could show this piece to anyone—living or dead—I would show it to _____ because …
- People who knew me last year would never believe I created this piece because …
- This piece was my greatest challenge because …
- My (parents, friend, teacher) liked this piece because …
- One thing I learned about myself is …[1]

The student descriptions should indicate whether the product was the result of a specifically designed performance task or a regular learning activity. The level of assistance is also relevant—did the student complete the work independently, with a partner, with intermittent guidance from the teacher or at home with parent support? Dating the sample, providing a brief context and indicating whether the work is a draft or in completed form are also essential.

Goal Setting

➔ **For blackline masters …**

Appendix E
Self-assessment Checklist and Goal Setting,
Long-term Goal Setting

Goal setting follows naturally out of self-assessment, peer assessment and conferences. Students and teachers decide what they need to focus on next in the students' learning, set goals and plan the steps students will take toward achieving their goals.

Goals can be either short- or long-term. Short-term goals are small and specific and are likely to be achieved within a brief period of time. One way to help students set goals is to add a prompt to the end of a self-assessment task; e.g., "Next time I will …."

Students set long-term goals when they take an overall look at how they are doing and identify a specific focus for improvement. Long-term goals are bigger and more general and usually require an extended period of time to reach, sometimes as long as a few months.

1 Adapted from Kay Burke, *The Mindful School: How to Assess Authentic Learning* (3rd edition) (Arlington Heights, IL: Skylight Professional Development, 1999, 1994, 1993), p. 68. Adapted with permission of Sage Publications, Inc.

➔ **For blank templates ...**

Appendix D
Goal-setting
Organizer 1, 2,
3 or 4

To coach students in setting SMART learning goals—Specific, Measurable, Attainable, Relevant and Timely (Sutton 1997)—teachers should advise students to look for strengths in their work as well as areas of potential growth.

Students need to set goals that are attainable and appropriate. Teachers can use direct instruction to help students develop goal-setting skills. When students set their goals, they need to:

- consider their strengths
- consider areas that need improvement
- use established criteria
- identify resources they will need to be successful
- design plans that will enable them to reach their goals
- share their goals with significant people in their lives
- plan time lines for goal review and attainment.

Students may set specific goals for each of the language arts. Goals may be set for daily activities, for long-term activities or for a term.

Once students describe what they need to do, they design a specific plan to meet their goals. Teachers ask students to provide specific information, such as a date by which they wish to accomplish their goal and the materials and resources they will need.

The results of self-assessment, peer assessment and goal setting are used to monitor students' performance and to improve it. Information gathered can be used to plan for future instruction, but it should not be included in a performance mark for a report card.

Learning Logs

Learning logs serve to develop student awareness of outcomes and learning processes. With encouragement, guidance and practice, students develop the ability to reflect on learning activities, identify what they have learned, identify areas in which they need to improve and set personal learning goals. It takes time and practice for students to become adept at such reflective thinking, particularly in the beginning stages. Learning logs kept by students and responded to by the teacher on a regular basis provide an effective assessment for learning tool.

Guided Reflection

Learning logs allow students to monitor their learning and write to the teacher about what help they need to improve. Teachers can direct students to focus on a particular area in their learning logs, such as reflecting on a specific experience, or breaking down vocabulary and grammar into categories that indicate levels of understanding, such as "Got it, Getting it, Don't get it yet." Information gained from periodic meetings with students about their learning logs allows teachers to plan how to help students improve.

©Alberta Education, Alberta, Canada

Metacognitive Reflection

Metacognitive reflection can be defined as thinking about one's own thinking and learning processes. Teachers help students develop metacognitive strategies through direct instruction, modelling and providing opportunities for student practice. In this way, students become effective thinkers who self-monitor and develop control over their thinking processes.

Students use their metacognitive skills to reflect on what they have learned, how they have learned it and what they need to do to pursue their learning further. When they engage in metacognitive reflection, students can monitor their own learning and strengthen their will to learn. Learning logs, conferences and inventories can all be used to help students develop metacognitive awareness. Personal reflection on daily work, as well as on test and examination performance, can expand students' self-knowledge. Students are able to see the progress they make, which in turn improves their self-concept.

Learning Lists

Lists that facilitate student reflection can also be included in learning logs. To remember particularly challenging words or phrases, students can make lists of these items. Creating lists can help students target their learning by recognizing areas in which they need to improve.

Peer Assessment

→ For blackline master ...

Appendix E
Peer-assessment Checklist

Peer assessment allows students to examine one another's work as it relates to specific criteria and to offer encouragement and suggestions for improvement. Peer assessment offers students the opportunity to share with one another their insights about learning Italian.

To facilitate positive and effective peer assessment, teachers need to ensure that students understand the criteria and focus on a particular aspect of their peers' work. Students should be coached on giving descriptive and constructive feedback so they avoid using broad terms such as "good" or "bad." It may be helpful if teachers have students offer two positive comments and one question about their peers' work.

Peer assessment could be facilitated by having students:

- complete a self-assessment evaluation, using the comments made by their peers
- complete a peer-assessment checklist and discuss the results with the peer, explaining the feedback.

© Alberta Education, Alberta, Canada 2009

Teacher-directed Assessment

Teachers use a number of tools to evaluate and assess student performance related to curricular outcomes. By assessing a variety of activities and using different tools, such as rubrics, rating scales and anecdotal notes, teachers obtain a more accurate view of student performance.

Checklists, Rating Scales and Rubrics

➔ **For blackline masters ...**

Appendix E Observation Checklist; Checklist and Comments 1 and 2; Rating Scale 1, 2 and 3; Rubric (10-3Y); Rubric and Checklist

Checklists, rating scales and rubrics are tools that state specific criteria and allow teachers and students to gather information and make judgements about what students know and can do in relation to curricular outcomes. These tools offer systematic ways of collecting data about specific behaviours, knowledge and skills.

The quality of information acquired through the use of checklists, rating scales and rubrics is highly dependent on the quality of the descriptors chosen for the assessment. The benefit of this information is also dependent on students' direct involvement in the assessment and understanding of the feedback provided.

The purpose of checklists, rating scales and rubrics is to:

- provide tools for systematic recording of observations
- provide tools for self-assessment
- provide criteria to students prior to collecting and evaluating data on their work
- record the development of specific skills, strategies, attitudes and behaviours necessary for demonstrating learning
- clarify students' instructional needs by presenting a record of current accomplishments.

Tips for Developing Checklists, Rating Scales and Rubrics

1. Use checklists, rating scales and rubrics in relation to outcomes and standards.
2. Use simple formats that can be understood by students and that will communicate information about student learning to parents.
3. Ensure that the characteristics and descriptors listed are clear, specific and observable.
4. Encourage students to assist with writing appropriate criteria. For example, what are the descriptors that demonstrate levels of performance for a piece of persuasive writing?
5. Ensure that checklists, rating scales and rubrics are dated to track progress over time.
6. Leave space to record anecdotal notes or comments.
7. Use generic templates that become familiar to students and to which various descriptors can be added quickly to reflect the outcome(s) being assessed.
8. Provide guidance to students to use and create their own checklists, rating scales and rubrics for self-assessment purposes and as guidelines for goal setting.

©Alberta Education, Alberta, Canada

Checklists usually offer a yes/no format in relation to student demonstration of specific criteria. They may be used to record observations of an individual, a group or a whole class.

Rating Scales allow teachers to indicate the degree or frequency of the behaviours, skills and strategies displayed by the student and can show a range of performance levels. Rating scales state the criteria and provide three or four response selections to describe the quality or frequency of student work.

Teachers can use rating scales to record observations, and students can use them as self-assessment tools. Rating scales also give students information for setting goals and improving performance. Teaching students to use descriptive words such as **always**, **usually**, **sometimes** and **never** helps them pinpoint specific strengths and needs. The more precise and descriptive the words for each scale point, the more reliable the tool. Effective rating scales use descriptors with clearly understood measures, such as frequency. Scales that rely on subjective descriptors of quality, such as **fair**, **good** or **excellent**, are less effective because the single adjective does not contain enough information on what criteria are indicated at each of these points on the scale.

Teachers can increase the assessment value of a checklist or rating scale by adding two or three additional steps that give students an opportunity to identify skills they would like to improve or the skill they feel is most important. For example, teachers can instruct students to:

- put a star beside the skill they think is the most important for encouraging others
- circle the skill they would most like to improve
- underline the skill that is the most challenging for them.

→ For more information ...

http://www.aac.ab.ca
http://www.rubistar4teachers.org
http://teach-nology.com

Rubrics use a set of criteria to evaluate a student's performance. They consist of a fixed measurement scale and detailed descriptions of the characteristics for each level of performance. These descriptions focus on the **quality** of the product or performance and not the **quantity**; e.g., not the number of paragraphs, examples to support an idea, spelling errors. Rubrics are commonly used to evaluate student performance with the intention of including the result in a grade for reporting purposes. Rubrics can increase the consistency and reliability of scoring.

Rubrics use a set of specific criteria to evaluate student performance. They may be used to assess individuals or groups and, as with rating scales, may be compared over time.

→ For blackline master ...

Appendix E
Rubric (10-3Y)

Developing Rubrics and Scoring Criteria

Rubrics are increasingly recognized as a way to both effectively assess student learning and communicate expectations directly, clearly and concisely to students. The inclusion of rubrics provides opportunities to consider what demonstrations of learning look like, and to describe stages in the development and growth of knowledge, understandings and skills. To be most effective, rubrics should allow students to see the progression of mastery in the development of understandings and skills.

©Alberta Education, Alberta, Canada 2009

Rubrics should be constructed with input from students whenever possible. A good start is to define what quality work looks like based on the learning outcomes. Exemplars of achievement need to be used to demonstrate to students what an excellent or acceptable performance is. Once the standard is established, it is easy to define what exemplary levels and less-than-satisfactory levels of performance look like. The best rubrics have three to five descriptive levels to allow for discrimination in the evaluation of the product or task. Rubrics may be used for summative purposes by assigning a score to each of the various levels.

Before developing a rubric, teachers should consider the following:

- What are the specific language and culture curriculum outcomes involved in the task?
- Do the students have some experience with this or a similar task?
- What does an excellent performance look like?
- What are the qualities that distinguish an excellent performance from other levels?
- What do other responses along the performance quality continuum look like?

Teachers can begin by developing criteria to describe the acceptable level. Then they can use Bloom's taxonomy to identify differentiating criteria as they move up the scale. The criteria should not go beyond the original performance task, but should reflect higher thinking skills that students could demonstrate within the parameters of the initial task.

When developing the scoring criteria and quality levels of a rubric, teachers should consider using the following guidelines:

- Level 4 is the **standard of excellence** level. Descriptions should indicate that all aspects of work exceed grade level expectations and show exemplary performance or understanding. This is a "Wow!"
- Level 3 is the **approaching standard of excellence** level. Descriptions should indicate some aspects of work that exceed grade level expectations and demonstrate solid performance or understanding. This is a "Yes!"
- Level 2 is the **meets acceptable standard** level. This level should indicate minimal competencies acceptable to meet grade level expectations. Performance and understanding are emerging or developing, but there are some errors, and mastery is not thorough. This is an "On the right track, but ...."
- Level 1 is the **does not yet meet acceptable standard** level. This level indicates what is not adequate for grade level expectations and indicates that the student has serious errors, omissions or misconceptions. This is a "No, but ...." The teacher needs to make decisions about appropriate intervention to help the student improve.

Creating Rubrics with Students

Learning improves when students are actively involved in the assessment process. Students do better when they know the goal, see models and know how their performance compares to learning outcomes.

©Alberta Education, Alberta, Canada

Learning outcomes are clarified when students assist in describing the criteria used to evaluate performance. Teachers can use brainstorming and discussion to help students analyze what each level looks like. Student-friendly language can be used and students can be encouraged to identify descriptors that are meaningful to them.

Teachers can provide work samples to help students practise and analyze specific criteria for developing a critical elements list, which can then be used to develop descriptions for each performance level.

Although rubrics are often used as assessment of learning tools, they can also be used as assessment for learning tools. Students can benefit from using rubrics as they become more competent at judging the quality of their work and examining their own progress. For example:

- Teachers can involve students in the assessment process by having them participate in the creation of a rubric. This process facilitates a deeper understanding of the intended outcomes and the associated assessment criteria.
- After a rubric has been created, students can use it to guide their learning. Criteria described in a rubric serve to focus student reflection on their work and facilitate the setting of learning goals for a particular performance assessment. Students can use a rubric to assess their own work or the work of a peer, and they can use it to guide their planning for the "next steps" in learning.

Informal Observation

Informal observation is an integral part of ongoing instruction. Informal assessments include observations of students as they engage in authentic reading tasks, conferences with students about work in progress or completed assignments, and discussions with students regarding their awareness of the strategies they use to construct meaning from print. Teachers can make mental notes of the extent to which students are able to meet outcomes and can offer feedback, encouragement and praise as needed.

Anecdotal Notes

→ For blackline master ...

Appendix E
Anecdotal Notes

Anecdotal notes are used to record specific observations of individual student behaviours, skills and attitudes as they relate to the outcomes in the program of studies. Such notes provide cumulative information on student learning and direction for further instruction. Anecdotal notes are often written as a result of ongoing observations during lessons but may also be written in response to a product or performance the student has completed. They are brief, objective and focused on specific outcomes. Notes taken during or immediately following an activity are generally the most accurate. Anecdotal notes for a particular student can be periodically shared with that student or shared at the student's request. They can also be shared with students and parents at parent–teacher–student conferences.

©Alberta Education, Alberta, Canada 2009

Anecdotal notes:

- provide information regarding a student's development over a period of time
- provide ongoing records about individual instructional needs
- capture observations of significant behaviours that might otherwise be lost
- provide ongoing documentation of learning that may be shared with students, parents and other teachers.

Tips for Establishing and Maintaining Anecdotal Notes

1. Keep a binder with a separate page for each student. Record observations, using a clipboard and sticky notes. Write the date and the student's name on each sticky note. Following the note taking, place individual sticky notes on the page reserved for that student in the binder.
   OR
   Keep a binder with dividers for each student and blank pages to jot down notes. The pages may be divided into three columns: Date, Observation and Action Plan. Keep a class list in the front of the binder and check off each student's name as anecdotal notes are added to his or her section of the binder. This provides a quick reference of the students you have observed and how frequently you have observed them.
2. Keep notes brief and focused (usually no more than a few sentences or phrases).
3. Note the context and any comments or questions for follow-up.
4. Keep comments objective. Make specific comments about student strengths, especially after several observations have been recorded and a pattern has been observed.
5. Record as the observations are being made, or as soon after as possible, so recollections will be accurate.
6. Record comments regularly, if possible.
7. Record at different times and during different activities to develop a balanced profile of student learning.
8. Review the notes frequently to ensure that they are being made on each student regularly, and summarize information related to trends in students' learning.

Observation Checklist

➔ **For blackline master ...**

Appendix E
Observation Checklist

Observing students as they solve problems, model skills to others, think aloud during a sequence of activities or interact with peers in different learning situations provides insight into student learning and growth. The teacher finds out under what conditions success is most likely, what individual students do when they encounter difficulty, how interaction with others affects students' learning and concentration, and what students need to learn in the future. Observations may be informal or highly structured; they may be incidental or scheduled over different periods of time in different learning contexts.

©Alberta Education, Alberta, Canada

Observation checklists allow teachers to record information quickly about how students perform in relation to specific outcomes from the program of studies. Observation checklists, written in a yes/no format, can be used to assist in observing student performance relative to specific criteria. They may be directed toward observations of an individual or a group. These tools can also include spaces for brief comments, which provide additional information not captured in the checklist.

Before using an observation checklist, teachers should ensure that students understand what information will be gathered and how it will be used. Checklists should be dated to provide a record of observations over a period of time.

Tips for Using Observation Checklists

1. Determine the specific outcomes to observe and assess.
2. Decide what to look for. Write down criteria or evidence that indicates the student is demonstrating the outcome.
3. Ensure that students know and understand what the criteria are.
4. Target your observation by selecting four to five students per class and one or two specific outcomes to observe.
5. Collect observations over a number of classes during a reporting period, and look for patterns of performance.
6. Date all observations.
7. Share observations with students, both individually and in a group. Make the observations specific and describe how they demonstrate or promote thinking and learning. For example: "Eric, you contributed several ideas to your group's Top Ten list. You really helped your group finish the task within the time limit."
8. Use the information gathered from observation to enhance or modify future instruction.

Question and Answer

→ **For more information ...**

Chapter 1
Bloom's Taxonomy

Questioning can serve as an assessment tool when it is related to outcomes. Teachers use questioning (usually oral) to discover what students know and can do. Strategies for effective question and answer assessment include the following:

- Apply a wait time or "no hands-up rule" to provide students with time to think about a question before they are called upon randomly to respond.
- Ask a variety of questions, including open-ended questions and those that require more than a right or wrong answer.
- Use Bloom's Taxonomy when developing questions to promote higher-order thinking.

Teachers can record the results of questions and answers in anecdotal notes and include them as part of their planning to improve student learning.

©Alberta Education, Alberta, Canada 2009

Quizzes

Quizzes generally check for student learning as it relates to a single outcome or to several outcomes. Quizzes can be used to measure student achievement of outcomes pertaining to knowledge and comprehension skills. Care must be taken to ensure that students' grades do not become unbalanced by including an overabundance of results from quizzes.

Different purposes for quizzes:

- Graded quizzes check for learning on a few items that have been introduced and practised in class.
- Nongraded, pre- and post-quizzes check for student learning before and after an activity.
- Quizzes facilitate self-assessment and goal setting when students reflect on their quiz performance.

Tests and Examinations

Tests and examinations are generally summative assessment tools that provide information about what students know and can do after a period of study. Tests and examinations are generally used by teachers to cover several outcomes at one time and therefore do not appear in the course level samples assessment sections of this resource. Questions on tests and examinations need to be aligned with the outcomes from the program of studies to ensure valid results.

Analysis of Test and Examination Results

Teachers can help students improve their performances on assessment of learning tasks by ensuring that students have an area in their learning logs dedicated to analysis of test and examination results. Students record the concepts they found challenging on a test or an examination. Periodically, teachers can ask students to review the concepts they have described as challenging and ask them to look for patterns. Such observations can form the basis of a student–teacher conference and help the student develop a study plan that aims to improve his or her learning. These observations could also help parents understand how best to help their child develop language learning skills. Teachers may use the information gathered from this part of the learning log to help plan future programming.

Performance Assessment

"A performance assessment is an activity that requires students to construct a response, create a product or demonstrate a skill they have acquired" (Alberta Assessment Consortium 2000, p. 5).

Performance assessments are concerned with how students apply the knowledge, skills, strategies and attitudes they have learned to new and authentic tasks. Performance tasks are short activities that provide an opportunity for students to demonstrate knowledge, skills and strategies. They are highly structured and require students to complete specific elements. They may be content-specific or interdisciplinary and relate to the real-life application of knowledge, skills and strategies.

©Alberta Education, Alberta, Canada

Performance assessments focus on simulated real-life situations. The approach is student-centred; therefore, the learner's context serves as one of the organizing elements in the development process.

To create a performance assessment, teachers should decide which outcomes are to be met and establish specific criteria (how students will demonstrate knowledge and understanding) to indicate whether or not students have met those outcomes. Rubrics or scoring guides that indicate the criteria for different levels of student performance are commonly used to evaluate a student's performance. Results from performance assessments should account for the largest percentage of a student's grade as they are a clear indicator of student understanding of the outcomes.

"When students are given or create tasks that are meaningful, non-contrived and consequential, they are more likely to take them seriously and be engaged by them" (Schlechty 1997).

Performance assessment is:

Contextualized

Students are provided with a meaningful context for real language use. Tasks are organized around one theme, which helps to ground the students in the context. The students know what task they are to complete and with whom they are to interact.

Authentic

Tasks are designed to present students with a real communicative purpose for a real audience.

Task-based

Students must follow a well-defined process to create and/or present a product in a way to elicit specific use of the second language.

Learner-centred

Tasks are realistic for students learning the second language in terms of age, cultural background and level of cognitive and linguistic maturity. Students are expected to create and/or present products based on their actual circumstances, backgrounds and interests.

Performance assessments help students understand their development of communicative competence. Such assessments make it easy for students to see how they progress in their abilities to use the language effectively. Performance assessment instruments need to be flexible enough to be appropriate for every student in a classroom, allowing each student to demonstrate personal meaning.

Performance assessment is Contextualized, Authentic, Task-based, Learner-centred: Adapted with permission from the Center for Advanced Research on Language Acquisition, University of Minnesota, *Developing Speaking and Writing Tasks for Second Language Assessment (The Minnesota Language Proficiency Assessments [MLPA]: A MLPA Miniguide for Assessment Development)* (Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota, n.d.), p. 3.

©Alberta Education, Alberta, Canada 2009

A description of the performance assessment task and the evaluation tool (e.g., rubric, checklist) should be provided to students at the beginning of a unit of instruction to guide and focus student learning.

Teachers can visit the Alberta Assessment Consortium Web site at http://www.aac.ab.ca for further guidance in developing and using performance assessments and for samples of performance assessment tasks and rubrics.

Assessment and Evaluation Resources

Alberta Assessment Consortium (AAC)

The Alberta Assessment Consortium (AAC) develops assessment resources that are available to teachers.

Teachers can visit the AAC Web site at http://www.aac.ab.ca to find:

- current information about classroom assessment and evaluation
- professional resources available for download or purchase
- professional development opportunities
- sample performance tasks and rubrics.

School Jurisdiction Curriculum and Assessment Consultants

Several school jurisdictions in Alberta have assessment specialists who can assist classroom teachers with the assessment and evaluation of student learning.

©Alberta Education, Alberta, Canada



Chapter 8
Course Level Samples

Chapter Summary

Introduction
Integrate for Efficiency and Motivation
Reading the Course Level Samples
Course Level Samples for 10-3Y, 20-3Y, 30-3Y
- Applications
- Language Competence
- Global Citizenship
- Strategies

Introduction

The course level samples section provides sample teaching and learning activities with corresponding assessment strategies for each specific outcome in the Italian Language and Culture 10-3Y, 20-3Y, 30-3Y Program of Studies. The prescribed general and specific outcomes for each level appear in the same order as in the program of studies.

The sample teaching and learning activities and assessment strategies are **suggestions only**. They are provided for the primary purpose of clarifying the intent of each specific outcome. Each sample provides a concrete example of how a specific outcome might be accomplished and assessed in the classroom. Teachers can use the samples to gain clarity as to the intent of each specific outcome and as a springboard for their lesson planning.

Integrate for Efficiency and Motivation

In the time allotted for each level of the program, it is impossible to complete an activity and assessment for each specific outcome as shown in the samples provided in this chapter. Teachers usually plan to cover several outcomes in each lesson. As teachers plan their units and lessons, they are encouraged to integrate outcomes from all four program components: Applications, Language Competence, Global Citizenship and Strategies. Such integration, coupled with a strong focus on Applications, motivates students to become active partners in learning and to take personal responsibility for their own learning.

Reading the Course Level Samples

The component label, general outcome, cluster heading, course label, strand and specific outcome are presented first.

Applications	**General Outcome** Students will use Italian in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–1** to receive and impart information	10-3Y

Strand	A–1.1 share factual information
Specific Outcome	*Students will be able to:* a. identify people, places and things

Samples of teaching and learning activities follow to help illustrate the intent of the specific outcome.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Let's Make a Poster

Students design posters of people, places or things using magazine pictures or their own drawings. Students present their posters in the form of a trade show. Half the class displays their posters around the classroom while the remaining students rotate from one poster to the next. Students orally present their posters to classmates as they visit each station. (Indicate when students should switch to the next presenter by ringing a bell.) After students have visited several stations, they switch roles and the other half of the class takes turns presenting their posters to classmates.

©Alberta Education, Alberta, Canada

Transparencies

Prepare an overhead transparency of a scene related to a theme being studied. Number six of the objects in the scene from one to six. Working in pairs, students take turns rolling a die and identify the object on the transparency with the corresponding number. Each correct answer scores a point. (When students have developed greater linguistic proficiency, this can be turned into a memory game where the teacher shows the transparency only briefly before students begin playing the game.)

Memory Game Baskets

Gather a basket of classroom supplies. Hold them up one by one and name them. Go through the items a second time, having students repeat after you. Students then draw the items into squares of blank bingo cards. Once all squares are filled, the class plays bingo. The winner must call back the correct word for each picture.

Suggestions for assessment follow the sample teaching and learning activities and appear under the heading Sample Assessment Strategies.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- identify people, places and things?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to identify people, places and things, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

©Alberta Education, Alberta, Canada

Course Level Samples for 10-3Y

Applications 150

Language Competence 182

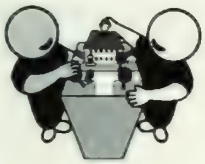
Global Citizenship 212

Strategies 236

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for the program of studies.

Applications



Students will use Italian in a variety of **situations** and for a variety of **purposes**.

- A–1 to receive and impart information
- A–2 to express emotions and personal perspectives
- A–3 to get things done
- A–4 to extend their knowledge of the world
- A–5 for imaginative purposes and personal enjoyment
- A–6 to form, maintain and change interpersonal relationships

Language Competence



Students will use Italian **effectively** and **competently**.

- LC–1 attend to form
- LC–2 interpret and produce oral and written texts
- LC–3 apply knowledge of the sociocultural context
- LC–4 apply knowledge of how the Italian language is organized, structured and sequenced

Global Citizenship



Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.

- GC–1 historical and contemporary elements of Italian-speaking cultures
- GC–2 affirming and valuing diversity
- GC–3 personal and career opportunities

Strategies



Students will know and use various strategies to maximize the **effectiveness** of learning and communication.

- S–1 language learning
- S–2 language use
- S–3 general learning

© Alberta Education, Alberta, Canada 2009

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–1** to receive and impart information	10-3Y

Strand	A–1.1 share factual information
Specific Outcome	*Students will be able to:* a. identify people, places and things

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Let's Make a Poster

Students design posters of people, places or things using magazine pictures or their own drawings. Students present their posters in the form of a trade show. Half the class displays their posters around the classroom while the remaining students rotate from one poster to the next. Students orally present their posters to classmates as they visit each station. (Indicate when students should switch to the next presenter by ringing a bell.) After students have visited several stations, they switch roles and the other half of the class takes turns presenting their posters to classmates.

Transparencies

Prepare an overhead transparency of a scene related to a theme being studied. Number six of the objects in the scene from one to six. Working in pairs, students take turns rolling a die and identify the object on the transparency with the corresponding number. Each correct answer scores a point. (When students have developed greater linguistic proficiency, this can be turned into a memory game where the teacher shows the transparency only briefly before students begin playing the game.)

Memory Game Baskets

Gather a basket of classroom supplies. Hold them up one by one and name them. Go through the items a second time, having students repeat after you. Students then draw the items into squares of blank bingo cards. Once all squares are filled, the class plays bingo. The winner must call back the correct word for each picture.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- identify people, places and things?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to identify people, places and things, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

©Alberta Education, Alberta, Canada

Applications	**General Outcome** Students will use Italian in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–1** to receive and impart information	**10-3Y**

Strand	A–1.1 share factual information
Specific Outcome	*Students will be able to:* b. ask for and provide basic information

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Happy or Sad?

Prepare two identical sets of cards, each with a face and an Italian name. Three cards in each set contain the same name but different expressions – one happy, one sad and one angry. Shuffle the cards and deal out one to each student. Students walk around the classroom, using Italian, to find the student with the identical card. As they go around the classroom, they ask, *Ciao. Come ti chiami? Come stai oggi?* (Hi. What's your name? How are you today?)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- ask for and provide basic information?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to ask for and provide basic information, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–1** to receive and impart information	10-3Y

Strand	A–1.1 share factual information
Specific Outcome	*Students will be able to:* c. respond to simple questions

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Let's Talk in Circles

Students form two circles, one inside the other. With music playing, one circle walks in one direction and the other walks in the opposite direction. When the music stops, students interview the classmate opposite them, using familiar patterns.

Information Search

Students play Information Search. Ask students to complete a questionnaire related to simple personal information. Students put their signatures beside questions to which they would answer *sì* (yes); e.g.,

Trova una persona.	Firma (Find a person – signature.)	
Hai una penna?	_____	(Do you have a pen?)
Hai un orologio?	_____	(Do you have a watch?)
Hai una calcolatrice?	_____	(Do you have a calculator?)
Hai un pettine?	_____	(Do you have a comb?)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- respond to simple questions?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to respond to simple questions (see sample blackline master in Appendix E: Observation Checklist).

Learning Log

Students reflect on their learning and how well they were able to respond to simple questions.

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–2** to express emotions and personal perspectives	10-3Y

Strand	A–2.1 share ideas, thoughts, opinions, preferences
Specific Outcome	*Students will be able to:* a. express a personal response and simple preferences

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Graphs

Divide the class into groups of four or five. Have groups bring appropriate items to the theme being studied: *cappello, guanti, calzini* (hat, gloves, socks). Each group makes a brief oral presentation on their items. After the presentations, conduct a survey to determine class favourites. Using Italian, students circulate around the room with the survey, asking and noting individual preferences, which are then graphed.

Chains

Conduct a chain activity. One student begins by stating something he or she likes to eat. *Mi piace il gelato.* (I like ice-cream.) The student then asks the next person if he or she likes that food. *Ti piace il gelato?* (Do you like ice cream?) The second student replies and asks a question to a third student. *Sì, mi piace il gelato. Ti piace il gelato? Sì, mi piace il gelato,* or *No, non mi piace il gelato, mi piace la torta. (Yes, I like ice cream. Do you like ice cream? or No, I don't like ice cream, I like cake.)* Continue until all students have answered and asked a question.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- express a personal response and simple preferences?

Learning Logs

Students reflect on their learning and how well they were able to express a personal response and simple preferences.

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to express a personal response and simple preferences, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–2** to express emotions and personal perspectives	10-3Y

Strand	A–2.1 share ideas, thoughts, opinions, preferences
Specific Outcome	*Students will be able to:* b. identify favourite people, places, things and activities

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

What Do You Like?

Show posters depicting a variety of activities. Model by pointing at a poster and stating, *Mi piace giocare a tennis ma non mi piace giocare a hockey.* (I like playing tennis but I don't like playing hockey.) Point at different posters and ask students to respond to, *Che cosa ti piace fare?* (What do you like doing?)

Group Work

Arrange students into groups of three. Assign students the role of writer, reporter and timekeeper. Ask students to identify the qualities of a good friend. Each group presents to the class. Groups may use posters, Venn diagrams, Fish Bones or other illustrations to summarize their findings.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- identify favourite people, places, things and activities?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to identify favourite people, places, things and activities (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to identify favourite people, places, things and activities, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–2** to express emotions and personal perspectives	10-3Y

Strand	A–2.2 share emotions, feelings
Specific Outcome	*Students will be able to:* a. respond to and express emotions and feelings

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Songs

Play an Italian song and have students describe the feelings expressed in the song using words like *triste, contento, contenta, gioioso, gioiosa* (sad, happy, joyous). Ask students to record their responses in Italian for each song.

Poems

Read a poem to the class and ask students to describe the feelings expressed in the poem using words like *divertente, felice, soddisfatto* (funny, happy, satisfied). Using words from the poem, ask students to write poems of their own to share with the class.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- respond to and express emotions and feelings

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to respond to and express emotions and feelings, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Learning Log

Students reflect on their learning and how well they were able to respond to and express emotions and feelings.

© Alberta Education, Alberta, Canada 2009

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–2** to express emotions and personal perspectives	10-3Y

Strand	A–2.2 share emotions, feelings
Specific Outcome	*Students will be able to:* b. identify emotions and feelings

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Collages

Students prepare collages to demonstrate their likes, dislikes and feelings. Discuss with students the vocabulary in Italian associated with identifying emotions and feelings. The collages are then presented orally. The activity may be further extended by having students write simple sentences to explain their collages.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- identify emotions and feelings?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to identify emotions and feelings (see sample blackline master in Appendix E: Observation Checklist).

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–3** to get things done	10-3Y

Strand	A–3.1 guide actions of others
Specific Outcome	*Students will be able to:* a. indicate basic needs and wants

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Expressions

Post classroom expressions on a bulletin board using sentences and pictures. Invite students to refer to these expressions when making requests or giving instructions; e.g., *Posso aprire la porta? Posso andare al bagno? Chiudi la porta! Apri il libro! Scrivi il tuo nome!* (May I open the door? May I go to the washroom? Close the door! Open the book! Write your name!)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- indicate basic needs and wants?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to indicate basic needs and wants (see sample blackline master in Appendix E: Observation Checklist).

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–3** to get things done	10-3Y

Strand	A–3.1 guide actions of others
Specific Outcome	*Students will be able to:* b. give and respond to simple oral instructions or commands

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Simon Says ...

Involve students in a game of *Simone dice ...* (Simon says ...) using simple commands. Once students are familiar with the commands, they can take turns being Simon and give classmates commands.
Sample commands:

- *Simone dice toccati il naso.* (Simon says touch your nose.)
- *Simone dice toccati i piedi.* (Simon says touch your feet.)
- *Simone dice chiudi gli occhi.* (Simon says close your eyes.)
- *Tirati le orecchie.* (Pull your ears.)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- give and respond to simple oral instructions or commands?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to give and respond to simple oral instructions or commands (see sample blackline master in Appendix E: Self-assessment Checklist).

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–3** to get things done	10-3Y

Strand	A–3.1 guide actions of others
Specific Outcome	*Students will be able to:* c. suggest a course of action, and respond to a suggestion

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Partner Task

Compile a list of simple tasks, for example, identify the best way to get to the library. Have students work in pairs, select a task and prepare a course of action. Partners offer one suggestion per course of action and an appropriate response to the suggestion.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- suggest a course of action, and respond to a suggestion?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to suggest a course of action, and respond to a suggestion (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

© Alberta Education, Alberta, Canada 2009

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–3** to get things done	10-3Y

Strand	A–3.2 state personal actions
Specific Outcome	*Students will be able to:* a. respond to offers, invitations and instructions

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Group Parties

Organize the class into two groups. Each group prepares a small party to which the other group will be invited. Each group designs individual invitations in Italian, providing relevant information and instructions about their party. They must also appropriately respond to the invitations of the other group. On the day of each party, the host group greets guests as they arrive in the classroom.

E-cards

In the technology lab, students find or create e-card invitations and send them to other students who respond appropriately. Or, students could create cards inviting staff members to a party, or parents to meet the teacher night, a celebration of learning or other special occasions at school.

Caution: Students should be monitored when they use the Internet.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- respond to offers, invitations and instructions?

Rating Scale

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to respond to offers, invitations and instructions (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to respond to offers, invitations and instructions (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–3** to get things done	10-3Y

Strand	A–3.2 state personal actions
Specific Outcome	*Students will be able to:* b. ask or offer to do something

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Helping around the Classroom

Ask students to brainstorm various tasks they could do around the classroom and review vocabulary associated with these tasks. Have students write any new vocabulary in their learning logs. Divide students into groups and have each group create a skit in which characters offer to help with classroom tasks; e.g., *Posso pulire la lavagna*? *Posso distribuire i libri*? (Can I clean the board? May I hand out the books?) Have each group then present its skit to the other students. Consider video recording these skits for review later.

Let's Get Moving!

Review verbs for different forms of movement. Students role-play each of the movements as they are presented by other students; e.g., *Salta sul posto.* (Jump on the spot.) Divide students into small groups and have them practise asking or offering to do something.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- ask or offer to do something?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to ask or offer to do something (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to ask or offer to do something, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

© Alberta Education, Alberta, Canada 2009

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–3** to get things done	10-3Y

Strand	A–3.2 state personal actions
Specific Outcome	*Students will be able to:* c. state preference from among several options

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Cars

Provide students with names of cars, and post pictures of the cars around the classroom. Ask students to do a gallery walk and post sticky notes on the car they prefer. Students then explain their choices; e.g., *Io preferisco la macchina_____ perchè è sportiva.* (I prefer the _____ car because it is a sports car.)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- state preference from among several options?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to state preference from among several options (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–3** to get things done	10-3Y

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* a. manage turn taking

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

It's My Turn

Introduce the lesson by modelling how to use words for taking turns in Italian; e.g., *È il mio turno. È il tuo turno. È il suo turno. Non è il suo turno.* (It is my turn. It is your turn. It is his turn. It's not his turn.) Students are encouraged to use these turn-taking expressions when playing games.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
- manage turn taking?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to manage turn taking, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–3** to get things done	10-3Y

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* b. encourage other group members to act appropriately

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Group Questions

Organize students into groups of four. Present each group with questions related to a theme being studied. In each group, the first person asks one question, the second person responds, the third person represents the answer visually and the fourth person makes modifications to the answer. Students change roles for each question. Students are reminded to politely use Italian expressions; e.g., *Silenzio per favore. È il mio turno. È il tuo turno. È il suo turno. Non è il suo turno. Fare attenzione.* (Silence please. It is my turn. It is your turn. It is his turn. It's not his turn. Pay attention.)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- encourage other group members to act appropriately?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to encourage other group members to act appropriately, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

©Alberta Education, Alberta, Canada

Applications	**General Outcome** Students will use Italian in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	10-3Y

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* c. ask for help or for clarification of what is being said or done in the group

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Reading a Simple Text within the Group

Organize students into groups of four. Provide students with a very simple text to read. After reading the text, encourage students to use Italian expressions; e.g., *Potresti/puoi ripetere la domanda, per favore*? (Can you please repeat the question?) *Fai silenzio per favore*. (Please be quiet.).

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- ask for help or for clarification of what is being said or done in the group?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to ask for help or for clarification of what is being said or done in the group (see sample blackline master in Appendix E: Self-assessment Checklist).

Peer-assessment Checklist

With the students, collaboratively create an outcome-based checklist. Students use the checklist to determine if their peers are able to ask for help or for clarification of what is being said or done in the group (see sample blackline master in Appendix E: Peer-assessment Checklist).

© Alberta Education, Alberta, Canada 2009

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–4** to extend their knowledge of the world	10-3Y

Strand	A–4.1 discover and explore
Specific Outcome	*Students will be able to:* a. discover and explore the immediate environment

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

I Spy

Introduce the game *Io vedo* (I spy) to the class. Explain that items found in the classroom are the targets for the game. Model the activity by saying, *Vedo con i miei occhi qualche cosa per scrivere alla lavagna.* (I see with my eye something to write on the board.)

Surprise Box

Put a variety of cultural items in a box. Pick up each item and describe it briefly in Italian. Have students guess the name of each object in Italian. Students use the items in sentences.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- discover and explore the immediate environment?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to discover and explore the immediate environment (see sample blackline master in Appendix E: Observation Checklist).

Learning Log

Students reflect on their learning and how well they were able to discover and explore the immediate environment.

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–4** to extend their knowledge of the world	10-3Y

Strand	A–4.2 gather and organize information
Specific Outcome	*Students will be able to:* a. gather simple information

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Clothes

Place a self-stick note containing the name of a piece of clothing on the back of each student. Students circulate, asking yes or no questions to determine what the piece of clothing is. Ask for volunteers to play the game in front of the class.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- gather simple information?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to gather simple information (see sample blackline master in Appendix E: Self-assessment Checklist).

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–4** to extend their knowledge of the world	10-3Y

Strand	A–4.2 gather and organize information
Specific Outcome	*Students will be able to:* b. organize and sequence items in different ways

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

How Do These Strips Relate?

Students, working in groups, are given small strips of paper with various theme-related vocabulary (body, clothing, foods, feelings, animals, weather, classroom objects, school subjects). Students work collaboratively to organize the vocabulary into appropriate categories. Each group creates an interesting poster to reflect that organization and sequencing by gluing the paper vocabulary strips on the poster paper in a creative manner. Groups share their posters with the class and post them.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- organize and sequence items in different ways?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to organize and sequence items in different ways (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

©Alberta Education, Alberta, Canada

Applications	**General Outcome** Students will use Italian in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**10-3Y**

Strand	A–4.2 gather and organize information
Specific Outcome	*Students will be able to:* c. sequence items in different ways

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Holidays and Celebrations

Compile a list of 10 Italian holidays and celebrations, and make multiple sets of the list, with each holiday/celebration on a sentence strip. Set up work stations and place a set of sentence strips at each station. Divide students into groups so that there is a group for each station. Have each group sequence the list of holidays and celebrations differently at each station; e.g., chronologically, alphabetically, popularity. Ensure that each group has a chance to work at each station and that all team members contribute to the sequencing.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- sequence items in different ways?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to sequence items in different ways (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

©Alberta Education, Alberta, Canada 2009

Applications	**General Outcome** Students will use Italian in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**10-3Y**

Strand	A–4.3 solve problems
Specific Outcome	*Students will be able to:* a. experience problem-solving situations in the classroom

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Problem Solvers

Compile a list of problems ranging in degree of seriousness; e.g., there are more students than textbooks in the class, the bus always arrives late, my boyfriend/girlfriend calls me too much. Select a problem from the list and model ways to solve it. Have students form groups and attempt to solve the rest of the problems on the list. Have groups compare their solutions with one another and lead a summary of the different ways to solve problems.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- experience problem-solving situations in the classroom?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to experience problem-solving situations in the classroom (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–4** to extend their knowledge of the world	10-3Y

Strand	A–4.3 solve problems
Specific Outcome	*Students will be able to:* b. choose between alternative solutions

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Solutions

Brainstorm with students scenarios of simple school problems; e.g., insufficient time between classes, poor selection of vending machine food. Then, lead a brainstorming session in Italian of possible solutions. Record general solutions on the board. Divide students into small groups and assign a solution to each group. Have each group examine their solution, provide details and record their responses on chart paper. Display student responses in the classroom and lead a discussion on which solution would be the best one to choose.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- choose between alternative solutions?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to choose between alternative solutions (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

© Alberta Education, Alberta, Canada 2009

Applications	**General Outcome** Students will use Italian in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**10-3Y**

Strand	A–4.4 explore opinions and values
Specific Outcome	*Students will be able to:* a. listen attentively to the opinions expressed

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Listening Activity

Show a video about people giving opinions on certain foods. Prepare worksheets with spaces for the people speaking in Column A and spaces for their opinions in Column B.

A	B
Nomi delle persone Names of People	*Opinioni espresse* Opinions Expressed
1.	a.
2.	b.
3.	c.

Students fill in the worksheet.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- listen attentively to the opinions expressed?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to listen attentively to the opinions expressed, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

©Alberta Education, Alberta, Canada

Applications	**General Outcome** Students will use Italian in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**10-3Y**

Strand	A–4.4 explore opinions and values
Specific Outcome	*Students will be able to:* b. respond sensitively to the ideas and products of others

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Opinions

Bring different pieces of art to class. Teach students appropriate positive responses; e.g., *È molto bello. È interessante. Il colore è vivo.* (It is very nice. It is interesting. The colour is very bright). Students practise responding sensitively to ideas of others by using these positive responses after being shown individual pieces of art.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- respond sensitively to the ideas and products of others?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to respond sensitively to the ideas and products of others (see sample blackline master in Appendix E: Self-assessment Checklist).

© Alberta Education, Alberta, Canada 2009

Applications	**General Outcome** Students will use Italian in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**10-3Y**

Strand	A–4.4 explore opinions and values
Specific Outcome	*Students will be able to:* c. make connections between simple behaviour and values; e.g., *Lei studia tanto. È studiosa.*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Behaviours

Lead a brief classroom discussion on what values are and how they link with behaviour. Place posters on the wall, each depicting a particular behaviour. Give students strips of paper with a value written on each one. Students examine the posters and paste the paper strips on the poster they feel depicts the behaviour that best links with the value. As a class, have students provide the reasons for their decisions.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- make connections between simple behaviour and values?

Learning Log

Students reflect on their learning and how well they were able to make connections between simple behaviour and values.

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–5** for imaginative purposes and personal enjoyment	10-3Y

Strand	A–5.1 humour/fun
Specific Outcome	*Students will be able to:* a. use Italian for fun; e.g., learn simple riddles, jingles and humorous songs

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Poems and Words

Read various poems to the class. Hand out a poem to each student and individually have them change the last word of each line. Students read their work to the class.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
- use Italian for fun?

Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to use Italian for fun. Offer feedback, encouragement and praise as needed.

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–5** for imaginative purposes and personal enjoyment	10-3Y

Strand	A–5.2 creative/aesthetic purposes
Specific Outcome	*Students will be able to:* a. use Italian creatively; e.g., write slogans

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Slogans

Show the class clips of Italian advertisements for products. Then, display a variety of products. Have the students, working in pairs, write slogans for the products.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- use Italian creatively?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to use Italian creatively (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–5** for imaginative purposes and personal enjoyment	10-3Y

Strand	A–5.3 personal enjoyment
Specific Outcome	*Students will be able to:* a. use Italian for personal enjoyment; e.g., use audiovisual materials

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Holiday Music

Select a holiday time of the year and identify popular contemporary songs. Present a few songs to students. Divide students into small groups and have them select one of the songs they like and discuss, using simple Italian sentences, why they selected that particular song.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- use Italian for personal enjoyment?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to use Italian for personal enjoyment (see sample blackline master in Appendix E: Observation Checklist).

© Alberta Education, Alberta, Canada 2009

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–6** to form, maintain and change interpersonal relationships	10-3Y

Strand	A–6.1 manage personal relationships
Specific Outcome	*Students will be able to:* a. exchange greetings and farewells

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Greetings

Prior to this activity, brainstorm typical Italian greetings and farewells. List them on the board. Prepare a set of cards, each with typical Italian name. Duplicate each card so the set can be broken down into pairs. Shuffle and deal out one card to each student. Students must walk around the classroom and using only Italian, find the student with the same name. Students use the greetings or farewells listed on the board as they interact with each other.

Let's Say Hello!

Invite students to role-play how to exchange greetings and farewells. Two students role-play their greetings and farewells and switch roles.

Let's Talk on the Telephone!

Introduce telephone conversations; e.g., *Pronto, Marco? Sono Giorgio, cosa fai oggi?* (Hello, Marco. It's Giorgio. What are you doing today?) Students role-play telephone conversations by calling out the Italian numbers that they are dialling and carrying on short conversations with partners.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- exchange greetings and farewells?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to exchange greetings and farewells, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to exchange greetings and farewells (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–6** to form, maintain and change interpersonal relationships	10-3Y

Strand	A–6.1 manage personal relationships
Specific Outcome	*Students will be able to:* b. address a new acquaintance, and introduce themselves

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Greet a Classmate

Teach students how to greet a new acquaintance and introduce themselves. Arrange to pair up with another Italian class in the school. When the students meet, they greet each other and introduce themselves. Once everyone has done so, students pair up and introduce their partners to the class.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- address a new acquaintance, and introduce themselves?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to address a new acquaintance, and introduce themselves, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

© Alberta Education, Alberta, Canada 2009

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–6** to form, maintain and change interpersonal relationships	10-3Y

Strand	A–6.1 manage personal relationships
Specific Outcome	*Students will be able to:* c. exchange some basic personal information; e.g., name, age

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Let's Find Out About Each Other!

After the class on introducing themselves in the Greet a Classmate activity, students exchange basic personal information. Once they have done so, they pair up and share the information they learned about their partners with the class.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- exchange some basic personal information?

Learning Log

Students reflect on their learning and how well they were able to exchange some basic personal information.

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–6** to form, maintain and change interpersonal relationships	10-3Y

Strand	A–6.1 manage personal relationships
Specific Outcome	*Students will be able to:* d. initiate relationships

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Making Friends

Lead a brainstorm session and compile a list of questions in Italian that students feel are important to ask when starting a friendship. Include some sample responses to each question. Arrange the classroom so that desks/chairs are facing each other. Divide the class into two teams and have Team A sitting in chairs, leaving the matching chairs open. Have members of Team B select a free chair and begin conversations using the questions compiled earlier. Emphasize that students should be speaking Italian. After a short period of time, Team B members switch seats and start conversations with new people.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- initiate relationships?

Rating Scale

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to initiate relationships (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

© Alberta Education, Alberta, Canada 2009

Language Competence

Language Competence	General Outcome	Cluster Heading	10-3Y
	Students will use Italian **effectively** and **competently**.	**LC–1** attend to form	

Strand	LC–1.1 phonology
Specific Outcome	*Students will be able to:* a. pronounce some common words and phrases comprehensibly

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Words

Prepare or locate flash cards with images depicting common words and phrases; e.g., yes, thank you, pardon me. Review the cards, their meaning and pronunciation with students. Divide the class into two teams. Have one member from each team stand up. Display a flash card. The first student to comprehensively pronounce the word or phrase earns a point for his or her team. Continue until all students have had a turn displaying a flash card. Revisit this activity throughout the year and alternate the words and phrases.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- pronounce some common words and phrases comprehensibly?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to pronounce some common words and phrases comprehensibly, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–1** attend to form	10-3Y

Strand	LC–1.1 phonology
Specific Outcome	*Students will be able to:* b. use intonation to express meaning

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Skits

Provide students with a list of basic statements, questions and exclamations, and model the appropriate intonation for each. Students prepare short skits using the appropriate intonation of the expressions on the list; e.g., *pero/però* (pear/but). If possible, bring in authentic Italian conversations on tape or CD.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- use intonation to express meaning?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use intonation to express meaning, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–1** attend to form	10-3Y

Strand	LC–1.1 phonology
Specific Outcome	*Students will be able to:* c. distinguish particular sounds of the Italian language

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Recognize the Word

As the teacher reads words to the class, students circle the word they hear on a word list; e.g.,
dove – piove (where – rain)
chi – parchi (who – parks)
ci – amici (us – friends).

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
– distinguish particular sounds of the Italian language?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to distinguish particular sounds of the Italian language (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–1** attend to form	10-3Y

Strand	LC–1.2 orthography
Specific Outcome	*Students will be able to:* a. recognize and name basic elements of the writing system

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Songs

Students invent an ABC song to a melody of their choice in Italian. Students practise their song and then present it to their classmates.

Letter Bingo

Students play bingo on cards that have letters instead of numbers. Have the class listen to the winners read out their winning letters noting the Italian variations.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- recognize and name basic elements of the writing system?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to recognize and name basic elements of the writing system (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize and name basic elements of the writing system, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

© Alberta Education, Alberta, Canada 2009

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–1** attend to form	10-3Y

Strand	LC–1.2 orthography
Specific Outcome	*Students will be able to:* b. write words of personal significance

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Collage

Students design a personal collage relating to people around them by selecting 10 words that have personal significance to them. The collage should represent these words in Italian, plus related graphics that enhance the meaning.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- write words of personal significance?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to write words of personal significance, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–1** attend to form	10-3Y

Strand	LC–1.3 lexicon
Specific Outcome	*Students will be able to:* a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: – school – activities – time and weather – people around me – holidays and celebrations – shopping and restaurants – any other lexical fields that meet their needs and interests

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

The Weather

The class creates a weather chart. Students then keep a weather calendar, noting the weather conditions each day. Students record in Italian the weather conditions for that day.

Words and Cards

Students work in groups of three or four. Provide each group with pictures of a variety of vocabulary words studied in class. Say a word out loud and have students hold up the picture of the word as soon as they find it. This activity could be done as a game, with points given to teams who show the pictures first.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

– use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

©Alberta Education, Alberta, Canada 2009

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–1** attend to form	10-3Y

Strand	LC–1.4 grammatical elements
Specific Outcome	*Students will be able to:* a. use, in modelled situations,★ the following grammatical elements: ***Verbs**:* – present perfect of verbs in *-are, -ere, -ire*; e.g., *ho studiato, ho letto, ho dormito; sono andato/sono andata* – present tense of modal verbs: *potere, volere, dovere* – present conditional of verbs in *-are, -ere, -ire* ***Prepositions**:* – simple: *di, a, da, in, con, su, per, tra, fra* – compound; e.g., *del, dello, dell', della, dei, degli, delle* ***Pronouns**:* – indirect object: *le, gli, loro*

★ Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Can, Want, Must

Introduce the lesson by showing clips of video scenes where the modal verbs of *potere, volere* and *dovere* (can, want and must) in the present tense are used in various situations.

Then, provide students with grammar sheets where they fill in the missing verb forms. Use the verbs orally in forming simple sentences.

Role-plays

In groups, students write role-plays that make use of the verbs *potere*, *volere* and *dovere* (can, want and must). They perform their plays for the class.

©Alberta Education, Alberta, Canada

Strand	LC–1.4 grammatical elements
Specific Outcome	*Students will be able to:* a. use, in modelled situations,* the following grammatical elements: ***Verbs**:* – present perfect of verbs in *-are, -ere, -ire*; e.g., *ho studiato, ho letto, ho dormito; sono andato/sono andata* – present tense of modal verbs: *potere, volere, dovere* – present conditional of verbs in *-are, -ere, -ire* ***Prepositions**:* – simple: *di, a, da, in, con, su, per, tra, fra* – compound; e.g., *del, dello, dell', della, dei, degli, delle* ***Pronouns**:* – indirect object: *le, gli, loro*

★ Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
– use, in modelled situations, the [given] grammatical elements?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use, in modelled situations, the given grammatical elements, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to use, in modelled situations, the given grammatical elements (see sample blackline master in Appendix E: Observation Checklist).

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–1** attend to form	10-3Y

Strand	LC–1.4 grammatical elements
Specific Outcome	*Students will be able to:* b. use, in structured situations,★ the following grammatical elements: ***Articles**:* – partitive: *del, dello, dell', della, dei, degli, delle* ***Verbs**:* – future of verbs in *-are, -ere, -ire* – reflexive; e.g., *mi lavo, mi siedo, mi vesto* ***Pronouns**:* – direct object: *lo, li, la, le*

★ Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

The Future Tense

Introduce the lesson by showing clips of video scenes where the regular future tense is used in various situations. Then, provide students with grammar sheets where they fill in the missing verb forms. The students write down five or more of the verbs they hear on chart paper.

Role-plays

In groups, students write role-plays that make use of the regular future tense. They perform their plays for the class.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

– use, in structured situations, the [given] grammatical elements?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to use, in structured situations, the given grammatical elements (see sample blackline master in Appendix E: Observation Checklist).

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–1** attend to form	10-3Y

Strand	LC–1.4 grammatical elements
Specific Outcome	*Students will be able to:* c. use, independently and consistently,★ the following grammatical elements: ***Nouns**:* – gender and number; e.g., *bambino/bambini, bambina/bambine, classe/classi* ***Pronouns**:* – personal: *io, tu, lui, lei, noi, voi, loro* – reflexive: *mi, ti, si, ci, vi, si* – disjunctive: *a me, a te, a lui, a lei, a noi, a voi, a loro* – demonstrative: *questo, questi, questa, queste; quel, quello, quell', quella, quei, quelli, quegli, quelle* ***Interrogatives**:* – *che, chi, cosa, dove, quando, come, perché, quanto/quanti, quanta/quante* ***Articles:*** – definite: *il, lo, l', la, i, gli, le* – indefinite: *un, uno, una, un'* ***Verbs**:* – imperative of verbs in *-are, -ere, -ire* – present of verbs in *-are, -ere, -ire; avere* and *essere; fare* and *dare* – impersonal verb *piacere*; e.g., *mi piace la mela, mi piacciono le mele* – present progressive of verbs in *-are, -ere, -ire*; e.g., *sto studiando, sto leggendo, sto dormendo*

★ Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Household Items

Ask students to brainstorm items found in their homes. List the items on the board. After the brainstorming activity, arrange students into cooperative learning groups. Students group the nouns listed on the board by their common attributes and explain their meaning to the class.

Strand	LC–1.4 grammatical elements
Specific Outcome	*Students will be able to:* c. use, independently and consistently,★ the following grammatical elements: ***Nouns**:* – gender and number; e.g., *bambino/bambini, bambina/bambine, classe/classi* ***Pronouns**:* – personal: *io, tu, lui, lei, noi, voi, loro* – reflexive: *mi, ti, si, ci, vi, si* – disjunctive: *a me, a te, a lui, a lei, a noi, a voi, a loro* – demonstrative: *questo, questi, questa, queste; quel, quello, quell', quella, quei, quelli, quegli, quelle* ***Interrogatives**:* – *che, chi, cosa, dove, quando, come, perché, quanto/quanti, quanta/quante* ***Articles**:* – definite: *il, lo, l', la, i, gli, le* – indefinite: *un, uno, una, un'* ***Verbs**:* – imperative of verbs in *-are, -ere, -ire* – present of verbs in *-are, -ere, -ire; avere* and *essere; fare* and *dare* – impersonal verb *piacere*; e.g., *mi piace la mela, mi piacciono le mele* – present progressive of verbs in *-are, -ere, -ire*; e.g., *sto studiando, sto leggendo, sto dormendo*

★ Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

– use, independently and consistently, the [given] grammatical elements?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use, independently and consistently, the given grammatical elements (see sample blackline master in Appendix E: Peer-assessment Checklist).

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–2** interpret and produce oral and written texts	10-3Y

Strand	LC–2.1 aural interpretation
Specific Outcome	*Students will be able to:* a. understand a series of simple spoken sentences from a variety of media in guided situations

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Listen and Answer

Students listen to an Italian tape of an event, story or interview. Students answer simple questions orally or in writing.

Listen and Guess

Post pictures of people around the classroom and number each picture. Describe each person and ask students to guess which person corresponds to the description. (This same activity can be done with food, vegetables or seasons.)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- understand a series of simple spoken sentences from a variety of media in guided situations?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to understand a series of simple spoken sentences from a variety of media in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to understand a series of simple spoken sentences from a variety of media in guided situations (see sample blackline master in Appendix E: Observation Checklist).

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–2** interpret and produce oral and written texts	10-3Y

Strand	LC–2.2 written interpretation
Specific Outcome	*Students will be able to:* a. understand a series of simple written sentences from a variety of media in guided situations

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Comics
Cover the speech bubbles of cartoon strips. List the utterances in scrambled order at the bottom of the page. Students write the appropriate phrase in each empty speech bubble.

Classroom Timetable
The teacher provides students with a timetable belonging to a student from Italy. Using teacher-generated questions, the students answer using the timetable to extract information.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
- understand a series of simple written sentences from a variety of media in guided situations?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to understand a series of simple written sentences from a variety of media in guided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

Observation Checklist
Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to understand a series of simple written sentences from a variety of media in guided situations (see sample blackline master in Appendix E: Observation Checklist).

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–2** interpret and produce oral and written texts	10-3Y

Strand	LC–2.3 visual interpretation
Specific Outcome	*Students will be able to:* a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Researching Italian Nonverbal Communication

Discuss with students the nonverbal communication patterns associated with Italian communication. Ask students to research and illustrate examples of nonverbal Italian communication using the Internet, magazines, video clips and movies.

Caution: Students should be monitored when using the Internet.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–2** interpret and produce oral and written texts	10-3Y

Strand	LC–2.4 oral production
Specific Outcome	*Students will be able to:* a. produce simple words and phrases, orally, in guided situations

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

At the Market Place
Show a video of an Italian market. Organize students into groups and have them role-play an outdoor market. Using pictures of clothing, food and vegetables, vendors and customers exchange greetings, ask for prices and inquire about qualities.

Sample dialogue:
Venditore: *Buon giorno, desidera?* [Sales person: Good morning, how can I help you?]
Cliente: *È buona la frutta oggi?* [Client: Is the fruit good today?]
Venditore: *È molto buona. Provi questa fragola.* [Sales person: Very good. Try this strawberry!]
Cliente: *...Sì, sì. Buonissima. Prendo due chili di mele e un chilo di fragole.* [Client: Yes, very good. I will take two kilos of apples and one of strawberries.]
Venditore: *Nient'altro?* [Sales person: Anything else?]
Cliente: *No, grazie. Quant'è?* [Client: No, thanks. How much is it?]
Venditore: *Allora, le mele costano 10 euro e le fragole costano 12 euro. In tutto viene 22 euro.* [Sales person: Well, apples are 10 euros and strawberries 12 euros. It is 22 euros in total.]
Cliente: *Ecco, grazie.* [Client: Here you go.]
Venditore: *Prego.* [Sales person: Thanks.]
Cliente: *Arrivederci.* [Client: Goodbye.]

Word List
Review eight to ten recently learned words with the class. Students sit in a circle and take turns reading this list of words out loud. Students can volunteer to help classmates who have difficulty reading.

Reading Words
Divide the class into two groups. One student in each group reads a word or an expression card. When the student reads it correctly the group gains one point.

©Alberta Education, Alberta, Canada

Strand	LC–2.4 oral production
Specific Outcome	*Students will be able to:* a. produce simple words and phrases, orally, in guided situations

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- produce simple words and phrases, orally, in guided situations?

Learning Log

Students reflect on their learning and how well they were able to produce simple words and phrases, orally, in guided situations.

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to produce simple words and phrases, orally, in guided situations, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to produce simple words and phrases, orally, in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

© Alberta Education, Alberta, Canada 2009

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–2** interpret and produce oral and written texts	10-3Y

Strand	LC–2.5 interactive fluency
Specific Outcome	*Students will be able to:* a. interact, using a sequence of simple sentences, in guided situations

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Role-plays

Divide the class into two teams and ask for a volunteer from each team to come to the front of the class. Provide the two students with a scenario; e.g., a school dance, ordering in a restaurant. The two students have to work together to improvise a skit by taking turns in saying a simple sentence. Provide guidance as needed. The skit ends when a student cannot think of a follow-up sentence and his or her team is unable to help.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- interact, using a sequence of simple sentences, in guided situations?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to interact, using a sequence of simple sentences, in guided situations, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

©Alberta Education, Alberta, Canada

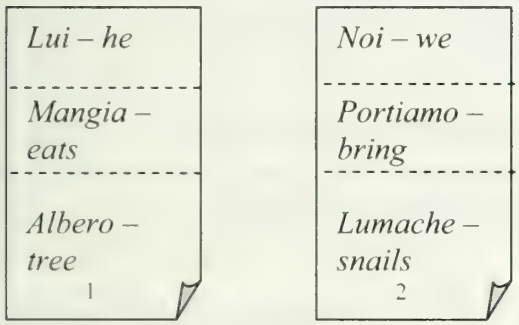
Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–2** interpret and produce oral and written texts	10-3Y

Strand	LC–2.6 written production
Specific Outcome	*Students will be able to:* a. produce simple words and phrases, in writing, in guided situations

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Funny Books

Ask the students to prepare a set of pronouns, verbs and nouns. Students write the pronouns on the top section of a piece of paper that has been cut in three. They write verbs on the middle section and nouns on the bottom section. Photocopy the pages to make booklets and bind the booklets so students can flip through them to make silly sentences. They can then write their silly sentences in journals or notebooks.



Correspondence

Provide students with sample letters or e-mails on a topic already studied in class. Ask them to develop their own letters or e-mails and send them to Italian-speaking peers or pen pals.

Draw My Animal

Students work in pairs. Give one student a picture of an animal. This student describes the animal, first in writing, then orally to his or her partner, without showing the picture. The partner must draw the animal based on the description given and by asking questions to clarify the description.

Complete the Phrase

Prepare common cloze sentences or sentences with theme words to be completed independently, in pairs or small groups.

©Alberta Education, Alberta, Canada 2009

Strand	LC–2.6 written production
Specific Outcome	*Students will be able to:* a. produce simple words and phrases, in writing, in guided situations

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- produce simple words and phrases, in writing, in guided situations?

Learning Log

Students reflect on their learning and how well they were able to produce simple words and phrases, in writing, in guided situations.

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to produce simple words and phrases, in writing, in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to produce simple words and phrases, in writing, in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to produce simple words and phrases, in writing, in guided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–2** interpret and produce oral and written texts	10-3Y

Strand	LC–2.7 representation
Specific Outcome	*Students will be able to:* a. express meaning through the use of a variety of visuals and other forms of nonverbal communication in guided situations; e.g., posters, cartoons, illustrations, brochures, Internet, models, graphs, charts, maps, fine arts, videos, television, radio

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Presentations in the Class

Book the computer lab for the week. Students prepare electronic slide show presentations related to a particular theme or an area of personal interest. Prepare and share an example of this project. Students copy and paste pictures from the Internet showing examples of nonverbal communication, and add appropriate text. Students share their completed projects with the class.

Caution: Students should be monitored when they use the Internet.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- express meaning through the use of a variety of visuals and other forms of nonverbal communication in guided situations?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to express meaning through the use of a variety of visuals and other forms of nonverbal communication in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

© Alberta Education, Alberta, Canada 2009

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–3** apply knowledge of the sociocultural context	10-3Y

Strand	LC–3.1 register
Specific Outcome	*Students will be able to:* a. use simple forms of formal and informal language; e.g., *tu, Lei, voi*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Skits
Students act out simple skits in Italian, using appropriate expression, tone and volume as they illustrate formal and informal Italian language exchanges.

Different Faces
Prepare a worksheet with different statements and beside each statement four faces: one happy, one sad, one angry and one indifferent. Using different expressions, read the phrases. Students select the faces that depict your expressions.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
- use simple forms of formal and informal language?

Observation Checklist
Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to use simple forms of formal and informal language (see sample blackline master in Appendix E: Observation Checklist).

Rating Scale
Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to use simple forms of formal and informal language (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–3** apply knowledge of the sociocultural context	10-3Y

Strand	LC–3.2 idiomatic expressions
Specific Outcome	*Students will be able to:* a. understand and use some simple idiomatic expressions, with guidance

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Idiomatic Expressions

Introduce different idiomatic expressions to students on an ongoing basis. Provide simple scenarios in Italian when using the expressions that are appropriate, and have students record the expressions in a special section of their notes, along with a corresponding illustration. Periodically review the expressions and model their use when appropriate. Encourage students to use the expressions.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

– understand and use some simple idiomatic expressions, with guidance?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to understand and use some simple idiomatic expressions, with guidance, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–3** apply knowledge of the sociocultural context	10-3Y

Strand	LC–3.3 variations in language
Specific Outcome	*Students will be able to:* a. identify variations in language; e.g., regional, age-related, gender, social class, accent

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Different Origins

Using cassette tapes, CD–ROMs or videotapes, students listen to speakers of Italian who come from different regions of Italy. Discuss the variations. The students then identify speakers to a particular region of Italy; e.g., *Io sono della Calabria.* (I am from Calabria.)

Visits

Invite guest speakers from different regions of Italy to speak to students in Italian. Discuss with students some common variations in language they may hear. Students interview the guest speakers identifying the unique variations in language from that region.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
- identify variations in language?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to identify variations in language, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to identify variations in language (see sample blackline master in Appendix E: Observation Checklist).

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–3** apply knowledge of the sociocultural context	10-3Y

Strand	LC–3.4 social conventions
Specific Outcome	*Students will be able to:* a. use basic social expressions and conventions appropriate to familiar situations; e.g., handshake, kiss on both cheeks

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Group Behaviours

Prepare picture cards of different social situations. Ask students to act out the different scenarios with partners or in small groups, using the appropriate expressions and social conventions.

Classroom Expressions

At the beginning of the year, students make posters depicting common classroom phrases and questions. These posters are displayed on the classroom walls. On a daily basis, students use these expressions in Italian to meet their needs, rather than speaking in English. Students write the expressions in their notebooks.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- use basic social expressions and conventions appropriate to familiar situations?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use basic social expressions and conventions appropriate to familiar situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use basic social expressions and conventions appropriate to familiar situations, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

©Alberta Education, Alberta, Canada 2009

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–3** apply knowledge of the sociocultural context	10-3Y

Strand	LC–3.5 nonverbal communication
Specific Outcome	*Students will be able to:* a. understand appropriate nonverbal behaviours; e.g., body language

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Silent Skits
Prepare cards with simple scenarios for students to act out. Students use the nonverbal behaviours appropriate to Italian in their scenarios.

Think of the Gestures
The class brainstorms expressions that are accompanied by appropriate gestures and record examples in their notebooks. Throughout the year, have students add new examples of appropriate nonverbal behaviour.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
- understand appropriate nonverbal behaviours?

Observation Checklist
Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to understand appropriate nonverbal behaviours (see sample blackline master in Appendix E: Observation Checklist).

Learning Log
Students reflect on their learning and how well they were able to understand appropriate nonverbal behaviours.

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–4** apply knowledge of how the Italian language is organized, structured and sequenced	10-3Y

Strand	LC–4.1 cohesion/coherence
Specific Outcome	*Students will be able to:* a. sequence elements of a simple story, process or series of events

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Order the Story

Read a selection from a story and provide students with sentence strips of the story. Students organize the events in sequence. In partners, students read their work to each other to confirm the sequence of the story line.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- sequence elements of a simple story, process or series of events?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to sequence elements of a simple story, process or series of events (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Language Competence	General Outcome	Cluster Heading	10-3Y
	Students will use Italian **effectively** and **competently**.	**LC–4** apply knowledge of how the Italian language is organized, structured and sequenced	

Strand	LC–4.1 cohesion/coherence
Specific Outcome	*Students will be able to:* b. link words or groups of words in simple ways; e.g., *e, poi*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Words in a Circle

Arrange students in a circle or snake-like line. Begin the activity by stating something appropriate to the theme being studied; e.g., for clothing, *Nella mia valigia io metto …* (in my bag I put …). The first student repeats what the teacher said and uses a simple link word to continue the sentence. Each student must repeat what previous students have said before adding an idea. The link word does not have to be the same; e.g., *Nella mia valigia io metto … ma la mia … è più grande.* (In my bag I put … but mine is bigger.)

Link words:
- *E* (and)
- *Poi* (after)
- *Però* (but)
- *Ma* (but)
- *Prima* (before)
- *Dopo* (after)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
- link words or groups of words in simple ways?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to link words or groups of words in simple ways (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

©Alberta Education, Alberta, Canada

Language Competence	General Outcome	Cluster Heading	10-3Y
	Students will use Italian **effectively** and **competently**.	**LC–4** apply knowledge of how the Italian language is organized, structured and sequenced	

Strand	LC–4.1 cohesion/coherence
Specific Outcome	*Students will be able to:* c. interpret basic references within simple texts; e.g., pronouns, demonstratives

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Identify the Pronoun

Distribute sections of a short story read previously with the students. Ask students to circle pronouns and underline demonstratives.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- interpret basic references within simple texts?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to interpret basic references within simple texts (see sample blackline master in Appendix E: Observation Checklist).

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–4** apply knowledge of how the Italian language is organized, structured and sequenced	10-3Y

Strand	LC–4.2 text forms
Specific Outcome	*Students will be able to:* a. recognize a variety of simple oral and print text forms; e.g., lists, letters, stories, songs

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Recognize the Media

Students view a variety of media such as news programs, interviews, movies, slide show presentations, children's shows. Discuss the differences in media as a class.

Connect the Sentence

Prepare a written matching activity containing short passages and text forms typical to Italian. Students match the appropriate text form with each passage.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- recognize a variety of simple oral and print text forms?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize a variety of simple oral and print text forms, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to recognize a variety of simple oral and print text forms (see sample blackline master in Appendix E: Self-assessment Checklist).

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–4** apply knowledge of how the Italian language is organized, structured and sequenced	10-3Y

Strand	LC–4.3 patterns of social interaction
Specific Outcome	*Students will be able to:* a. initiate and respond to basic social interaction patterns; e.g., question–answer

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Theme Skits

Students act out a variety of scenarios using simple questions and answers related to the particular theme studied; e.g., in a restaurant, grocery store, shopping.

Sort the Answers

Create a cut-and-paste sheet of questions with appropriate answers based on basic social interactions. Students work in pairs to sort the responses.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- initiate and respond to basic social interaction patterns?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to initiate and respond to basic social interaction patterns (see sample blackline master in Appendix E: Observation Checklist).

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to initiate and respond to basic social interaction patterns (see sample blackline master in Appendix E: Peer-assessment Checklist).

© Alberta Education, Alberta, Canada 2009

Global Citizenship

Global Citizenship	General Outcome	Cluster Heading	10-3Y
	Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**GC–1** historical and contemporary elements of Italian-speaking cultures	

Strand	GC–1.1 accessing/analyzing cultural knowledge of the Italian-speaking world
Specific Outcome	*Students will be able to:* a. ask questions, using their first language, about elements of Italian cultures experienced in class

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Italian Magazines

Discuss with students various aspects of Italian culture as it relates to senior high school students. Students then identify cultural traits and display their understanding in a chart. Students present their work to the class and answer questions regarding their topic.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- ask questions, using their first language, about elements of Italian cultures experienced in class?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to ask questions, using their first language, about elements of Italian cultures experienced in class (see sample blackline master in Appendix E: Peer-assessment Checklist).

©Alberta Education, Alberta, Canada

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of Italian-speaking cultures	**10-3Y**

Strand	GC–1.1 accessing/analyzing cultural knowledge of the Italian-speaking world
Specific Outcome	*Students will be able to:* b. make observations of the Italian cultures

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Group Researches

Students work in groups researching an aspect of Italian culture; e.g. *La Pasquetta, il raccolto, le processioni per le feste dei santi* (Easter Monday, harvest time, processions of the saints). Groups present their findings to the class using a variety of media, and include notes and graphics for the use of the other students.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- make observations of the Italian cultures?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to make observations of the Italian cultures (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Global Citizenship	General Outcome Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	Cluster Heading **GC–1** historical and contemporary elements of Italian-speaking cultures	10-3Y

Strand	GC–1.1 accessing/analyzing cultural knowledge of the Italian-speaking world
Specific Outcome	*Students will be able to:* c. participate in activities and experiences that reflect elements of Italian cultures

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Field Trip

Plan a field trip to an Italian venue, such as a restaurant, café, bakery, flower shop. Encourage students to converse in Italian as much as possible. When they return to class, students collaborate to write a thank-you note in Italian to the people involved.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- participate in activities and experiences that reflect elements of Italian cultures?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to participate in activities and experiences that reflect elements of Italian cultures (see sample blackline master in Appendix E: Self-assessment Checklist).

©Alberta Education, Alberta, Canada

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of Italian-speaking cultures	10-3Y

Strand	GC–1.2 applying cultural knowledge
Specific Outcome	*Students will be able to:* a. identify elements of Italian cultures in the classroom, school and community

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Let's Talk about Culture

Guide a discussion on cultural celebrations of students in the classroom; e.g., *La Befana, Il Carnevale, Pasqua* (the Epiphany, Carnival, Easter). Students record cultural points in their notebooks. Throughout the year, have students add new examples of Italian culture as it relates to the classroom, school and community.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

– identify elements of Italian cultures in the classroom, school and community?

Learning Log

Students reflect on their learning and how well they were able to identify elements of Italian cultures in the classroom, school and community.

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of Italian-speaking cultures	10-3Y

Strand	GC–1.2 applying cultural knowledge
Specific Outcome	*Students will be able to:* b. explore some elements of Italian cultures

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Life in Italy

Bring to class a variety of Italian magazines. Students cut out pictures and make collages on a given topic; e.g., daily life of Italians in Italy.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- explore some elements of Italian cultures?

Learning Log

Students reflect on their learning and how well they were able to explore some elements of Italian cultures.

©Alberta Education, Alberta, Canada

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of Italian-speaking cultures	10-3Y

Strand	GC–1.3 diversity within Italian-speaking cultures
Specific Outcome	*Students will be able to:* a. recognize diverse elements of Italian cultures

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Italian Cultures

Locate or create a large, blank map of Italy. Divide the class into small groups and assign each group a region to research. Have groups learn about general characteristics of the cultures of Italy and display their findings in a creative way on the blank map. Once the map is completed, have groups present what they have learned to the class.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- recognize diverse elements of Italian cultures?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to recognize diverse elements of Italian cultures (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of Italian-speaking cultures	10-3Y

Strand	GC–1.3 diversity within Italian-speaking cultures
Specific Outcome	*Students will be able to:* b. identify some elements that reflect diversity within Italian cultures

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Italian Regions Brochure

Divide the class into groups and assign each group one of the 20 regions of Italy. Groups make tourist brochures for their region. Brochures could include:

- map of Italy (*cartina d'Italia*)
- map of the region (*cartina della regione*)
- cities and towns to visit (*città e paesi da visitare*)
- special celebrations (*occasioni speciali e feste*)
- climate (*clima*)
- festival (*festival*)
- sporting activities (*attività sportive*)
- clothing (*abbigliamento*)
- food (*cibo*).

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- identify some elements that reflect diversity within Italian cultures?

Rating Scale

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to identify some elements that reflect diversity within Italian cultures (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

©Alberta Education, Alberta, Canada

Global Citizenship	General Outcome Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	Cluster Heading **GC–1** historical and contemporary elements of Italian-speaking cultures	10-3Y

Strand	GC–1.4 valuing Italian-speaking cultures
Specific Outcome	*Students will be able to:* a. participate in Italian cultural activities

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Reflective Comments

Lead a discussion with students on local Italian cultural activities. Students write reflective comments in their learning logs about the cultural events they have experienced. Students highlight the activities they enjoyed most and share with the class.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- participate in Italian cultural activities?

Learning Log

Students reflect on their learning and how well they were able to participate in Italian cultural activities.

Global Citizenship	General Outcome Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	Cluster Heading **GC–2** affirming and valuing diversity	10-3Y

Strand	GC–2.1 awareness of first language
Specific Outcome	*Students will be able to:* a. recognize similarities and differences between their first language and Italian; e.g., cognates

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Cognates

In the language lab, students listen to an Italian passage containing numerous examples of words similar to words in English. Group students in fours and give each group a list of 25 Italian words taken from the passage. Each group works to identify the English cognates.

Word Categories

Place a variety of words from different languages on the blackboard and invite students to add to the list. Students categorize the words according to common attributes. Discuss the word families.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- recognize similarities and differences between their first language and Italian?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to recognize similarities and differences between their first language and Italian (see sample blackline master in Appendix E: Self-assessment Checklist).

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to recognize similarities and differences between their first language and Italian (see sample blackline master in Appendix E: Observation Checklist).

©Alberta Education, Alberta, Canada

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	**10-3Y**

Strand	GC–2.2 general language knowledge
Specific Outcome	*Students will be able to:* a. explore the variety of languages spoken by those around them

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Multicultural Day

Have a school-wide multicultural day where speakers of different languages and cultures share their backgrounds. Students choose the presentations they wish to attend. Students make up posters and advertise the event around the school.

Group Cultural Presentation

Students participate in a mini-cultural fair within the classroom. Small groups prepare presentations on different cultures and teach vocabulary from the language of that culture.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- explore the variety of languages spoken by those around them?

Learning Log

Students reflect on their learning and how well they were able to explore the variety of languages spoken by those around them.

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to explore the variety of languages spoken by those around them (see sample blackline master in Appendix E: Peer-assessment Checklist).

© Alberta Education, Alberta, Canada 2009

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	**10-3Y**

Strand	GC–2.2 general language knowledge
Specific Outcome	*Students will be able to:* b. identify differences and similarities between words and writing systems from different languages within their personal experience

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Classroom Cognates

As cognates from different languages appear during daily classroom activities, identify the words and their linguistic roots. Post these cognates on a word wall. Students then list the cognates which they can recognize on a sheet of paper and share with a partner.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- identify differences and similarities between words and writing systems from different languages within their personal experience?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to identify differences and similarities between words and writing systems from different languages within their personal experience (see sample blackline master in Appendix E: Self-assessment Checklist).

©Alberta Education, Alberta, Canada

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	**10-3Y**

Strand	GC–2.2 general language knowledge
Specific Outcome	*Students will be able to:* c. recognize that languages can be grouped into families based on common origins

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Languages

Bring to class a variety of expressions from different languages. Students orally identify the languages and their common attributes. Students add expression charts in their notebooks showing common origins. Example:

- *Une belle journée.* (French)
- *Una bella giornata.* (Italian)
- *Have a nice day.* (English)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- recognize that languages can be grouped into families based on common origins?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to recognize that languages can be grouped into families based on common origins (see sample blackline master in Appendix E: Self-assessment Checklist).

©Alberta Education, Alberta, Canada 2009

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	**10-3Y**

Strand	GC–2.3 awareness of own culture
Specific Outcome	*Students will be able to:* a. explore and recognize similarities and differences between their own culture and other cultures

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Cultural Diagrams

Students use Venn diagrams to contrast and compare the way important events are celebrated in their own culture and in the Italian culture after learning about Italian celebrations; e.g., Italian Christmas, Italian Easter.

Special Holiday Celebrations

When there are important cultural events, such as Christmas, New Years or birthdays, organize classroom events to celebrate the different traditions of individual students. Students bring in food items and/or artifacts representing their cultural backgrounds and explain how these events are celebrated in their families. Students record similarities and differences into their learning logs.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- explore and recognize similarities and differences between their own culture and other cultures?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to explore and recognize similarities and differences between their own culture and other cultures (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Learning Log

Students reflect on their learning and how well they were able to explore and recognize similarities and differences between their own culture and other cultures.

©Alberta Education, Alberta, Canada

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	**10-3Y**

Strand	GC–2.4 general cultural knowledge
Specific Outcome	*Students will be able to:* a. recognize that culture is expressed through a variety of forms

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Cultural Invitations

Invite a cultural dance group to perform for the whole school during a cultural day event. Students note in their learning logs their observations of the cultural performance.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- recognize that culture is expressed through a variety of forms?

Learning Log

Students reflect on their learning and how well they were able to recognize that culture is expressed through a variety of forms.

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	**10-3Y**

Strand	GC–2.4 general cultural knowledge
Specific Outcome	*Students will be able to:* b. recognize that a variety of cultural practices are followed by their classmates and different groups in their community

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Participate in the Culture!

Lead a brief brainstorm with students on the various cultural practices they may follow. Expand on the discussion by having students research different cultural activities sponsored by cultural groups within the community. Compile the activities and have students prepare displays highlighting the different cultural practices.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- recognize that a variety of cultural practices are followed by their classmates and different groups in their community?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to recognize that a variety of cultural practices are followed by their classmates and different groups in their community (see sample blackline master in Appendix E: Self-assessment Checklist).

©Alberta Education, Alberta, Canada

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	**10-3Y**

Strand	GC–2.4 general cultural knowledge
Specific Outcome	*Students will be able to:* c. participate in activities and experiences that reflect elements of different cultures

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

More Cultural Experiences

Collaborate with other language teachers to organize a variety of field trips to different cultural clubs within the community throughout the year. (This could also be of interest to social studies teachers.) Students discuss with the class their cultural experiences.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- participate in activities and experiences that reflect elements of different cultures?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to participate in activities and experiences that reflect elements of different cultures (see sample blackline master in Appendix E: Self-assessment Checklist).

Global Citizenship	General Outcome Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	Cluster Heading **GC–2** affirming and valuing diversity	10-3Y

Strand	GC–2.5 valuing diversity
Specific Outcome	*Students will be able to:* a. work and interact with others

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Together!

Arrange for students from another school to visit; e.g., neighbourhood junior high school, students from a school with a different ethnic make-up. Students record their experiences of working and interacting with others in their learning logs.

Altogether!

On a daily basis, encourage students to involve everyone in the classroom. Pair up students who are new to the school with a classmate who will assist and include the new student in school activities. Students record their experiences of working and interacting with others in their notebooks.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
- work and interact with others?

Learning Log

Students reflect on their learning and how well they were able to work and interact with others.

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to work and interact with others (see sample blackline master in Appendix E: Observation Checklist).

©Alberta Education, Alberta, Canada

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	**10-3Y**

Strand	GC–2.6 intercultural skills
Specific Outcome	*Students will be able to:* a. adapt to new situations

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Visiting a Foreign Friend's House

Lead a discussion about the cultural considerations followed when visiting a friend who just arrived from a foreign country. Brainstorm a list of points to be mindful about during this visit; e.g., bringing a gift, shaking hands, bowing, manners at the table for that culture, slippers, greeting Elders. After working in small groups, have students create scenarios to be role-played for the class. Discuss the importance of adapting to new situations as you visit with a foreign friend.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- adapt to new situations?

Rating Scale

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to adapt to new situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	10-3Y

Strand	GC–2.6 intercultural skills
Specific Outcome	*Students will be able to:* b. listen with attention to the opinions of others

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Opinion Poll

Lead a brief brainstorm with students and compile a list of appropriate opinion poll questions; e.g., "Which computer system is more user-friendly?" or "Are winter holidays better than summer holidays?" Arrange desks/chairs so that students will work in pairs and face each other. Divide students into pairs and have them conduct opinion polls of three other students. Responses must be written down by the pollster.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- listen with attention to the opinions of others?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to listen with attention to the opinions of others, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

©Alberta Education, Alberta, Canada

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	10-3Y

Strand	GC–2.6 intercultural skills
Specific Outcome	*Students will be able to:* c. initiate and maintain new relationships

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

E-mails

Collaborate with teachers from different schools to set up activities where students e-mail to one another. Discuss with students how they can maintain their e-mail contacts.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

– initiate and maintain new relationships?

Learning Logs

Students reflect on their learning and how well they were able to initiate and maintain new relationships.

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–3** personal and career opportunities	**10-3Y**

Strand	GC–3.1 Italian and Italian-speaking cultures
Specific Outcome	*Students will be able to:* a. identify reasons for learning Italian, and identify some places they could visit where Italian is spoken

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Why Italian?

Lead a brief discussion with students and elicit their reasons for learning Italian. Add any other appropriate reasons to the list.



Students then brainstorm three places or situations where Italian might be spoken; e.g.,

- your home town
- Alberta
- another province
- Canada
- outside Canada.

©Alberta Education, Alberta, Canada

Strand	GC–3.1 Italian and Italian-speaking cultures
Specific Outcome	*Students will be able to:* a. identify reasons for learning Italian, and identify some places they could visit where Italian is spoken

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- identify reasons for learning Italian, and identify some places they could visit where Italian is spoken?

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to identify reasons for learning Italian, and identify some places they could visit where Italian is spoken. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to identify reasons for learning Italian, and identify some places they could visit where Italian is spoken (see sample blackline master in Appendix E: Observation Checklist).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–3** personal and career opportunities	**10-3Y**

Strand	GC–3.2 cultural and linguistic diversity
Specific Outcome	*Students will be able to:* a. identify some reasons for participating in activities and experiences that reflect elements of different cultures

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Cultural Experiences

As a class, brainstorm activities and experiences they have had over the last year that reflect elements of different cultures. Record this list on chart paper. Working in partners, have students identify three reasons for participating in these types of activities; e.g., enjoyment, making cultural connections, family tradition.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- identify some reasons for participating in activities and experiences that reflect elements of different cultures?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to identify some reasons for participating in activities and experiences that reflect elements of different cultures (see sample blackline master in Appendix E: Peer-assessment Checklist).

©Alberta Education, Alberta, Canada

Global Citizenship	General Outcome Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	Cluster Heading **GC–3** personal and career opportunities	10-3Y

Strand	GC–3.2 cultural and linguistic diversity
Specific Outcome	*Students will be able to:* b. identify reasons for learning an additional language and learning about global cultures

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Why Learn Another Language?

Lead a brief discussion with students on the reasons for learning a language in addition to Italian. List the reasons on the board. In small groups, students select a reason and identify benefits of learning about global cultures. Compile a summary of these advantages and display for future reference and discussion.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- identify reasons for learning an additional language and learning about global cultures?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to identify reasons for learning an additional language and learning about global cultures (see sample blackline master in Appendix E: Self-assessment Rating Scale).

©Alberta Education, Alberta, Canada 2009

Strategies	General Outcome	Cluster Heading	10-3Y
	Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**S–1** language learning	

Strand	S–1.1 cognitive
Specific Outcome	*Students will be able to:* a. use simple cognitive strategies, with guidance, to enhance language learning; e.g., memorize new words by repeating them silently or aloud

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Italian Songs

Students sing songs in Italian. Have students complete a cloze activity of a song learned. Students note this and other cognitive strategies they use to help them memorize the words of an Italian song.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

– use simple cognitive strategies, with guidance, to enhance language learning?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use simple cognitive strategies, with guidance, to enhance language learning (see sample blackline master in Appendix E: Peer-assessment Checklist).

©Alberta Education, Alberta, Canada

Strategies	General Outcome Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	Cluster Heading **S–1** language learning	10-3Y

Strand	S–1.2 metacognitive
Specific Outcome	*Students will be able to:* a. use simple metacognitive strategies, with guidance, to enhance language learning; e.g., rehearse or role-play language, discover how own efforts can affect learning

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Strategies

Encourage students to reflect on their own learning styles by generating a list of questions related to a previous activity. Questions may include the following:

- What type of the activity did you find most meaningful to you?
- What strategies did you use to be successful in this activity?
- What might have improved your learning in this activity?

Ask students to consider their reflections on their learning style and use this information to make a choice about how they demonstrate their learning for a particular unit; e.g., sing a song, design a poster, put on a role-play with other students, prepare electronic slide show presentations.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- use simple metacognitive strategies, with guidance, to enhance language learning?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to use simple metacognitive strategies, with guidance, to enhance language learning (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Strategies	General Outcome Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	Cluster Heading **S–1** language learning	10-3Y

Strand	S–1.3 social/affective
Specific Outcome	*Students will be able to:* a. use simple social and affective strategies, with guidance, to enhance language learning; e.g., work cooperatively with peers in small groups, seek assistance from others

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Cooperative Learning Projects

Students participate in cooperative learning projects in the Italian classroom; e.g., learning centres, group posters, collages. Students are assigned certain roles in order for learning to take place both academically and socially.

Written Presentations

Students share their written work with each other or with students in another class. They respond appropriately to the presentations of peers.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- use simple social and affective strategies, with guidance, to enhance language learning?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use simple social and affective strategies, with guidance, to enhance language learning, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use simple social and affective strategies, with guidance, to enhance language learning (see sample blackline master in Appendix E: Peer-assessment Checklist).

©Alberta Education, Alberta, Canada

Strategies	General Outcome Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	Cluster Heading **S–2** language use	10-3Y

Strand	S–2.1 interactive
Specific Outcome	*Students will be able to:* a. use simple interactive strategies with guidance; e.g., indicate lack of understanding verbally or nonverbally

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Gestures

Use a variety of gestures associated with words in Italian to aid comprehension. Act out these gestures to help students develop an understanding of the syntax patterns in Italian; e.g., *aprite il libro* (open the book). (Open your hands as if they were a book.)

Record students' effort to use simple interactive strategies, taking time to note the date, context, usage and maintain these records to assess frequency and development of use. For example, on one occasion the teacher monitors the gestures made by students while communicating with other students. Throughout the year, ask students which interactive strategies work the best for them.

Actions and Phrases

Introduce set phrases with actions for classroom interactions.

- *Avete trovato il vostro compagno?* (Did you find a partner?)
- *Avete capito le parole in italiano?* (Did you understand the words in Italian?)
- *Che cosa avete capito?* (What did you understand?)
- *Ognuno ha un ruolo.* (Everyone has their role.)

The teacher evaluates student comprehension after giving instructions verbally with nonverbal clues. Do students indicate a lack of understanding? Which students demonstrate complete understanding? Throughout the year, ask students which interactive strategies work the best for them.

© Alberta Education, Alberta, Canada 2009

Strand	S–2.1 interactive
Specific Outcome	*Students will be able to:* a. use simple interactive strategies with guidance; e.g., indicate lack of understanding verbally or nonverbally

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
- use simple interactive strategies with guidance?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use simple interactive strategies with guidance, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to use simple interactive strategies with guidance (see sample blackline master in Appendix E: Self-assessment Checklist).

©Alberta Education, Alberta, Canada

Strategies	General Outcome Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	Cluster Heading **S–2** language use	10-3Y

Strand	S–2.2 interpretive
Specific Outcome	*Students will be able to:* a. use simple interpretive strategies with guidance; e.g., use illustrations, gestures and intonation to aid comprehension

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Unknown Words

Students reflect on strategies they use to find meaning in unfamiliar texts. Give students unfamiliar text to read. Write the unfamiliar vocabulary on chart paper. Students read the text again and try to find the meaning of unfamiliar words, using the context of the text. Students share their favourite interpretive strategies with the class.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- use simple interpretive strategies with guidance?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to use simple interpretive strategies with guidance (see sample blackline master in Appendix E: Self-assessment Checklist).

©Alberta Education, Alberta, Canada 2009

Strategies	General Outcome Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	Cluster Heading S–2 language use	10-3Y

Strand	S–2.3 productive
Specific Outcome	*Students will be able to:* a. use simple productive strategies with guidance; e.g., use words in the immediate environment

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Pictures and Posters

Create a language rich environment in the classroom, posting important words and expressions in a highly visible manner. Allow students to refer to these words during their daily work. Observe students as they use the displayed words and expressions.

Personal Dictionary

Students maintain personal dictionaries of the words they are learning or want to know in Italian. Encourage students to use this productive strategy and others to reinforce their language learning.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- use simple productive strategies with guidance?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to use simple productive strategies with guidance (see sample blackline master in Appendix E: Self-assessment Checklist).

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to use simple productive strategies with guidance. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

©Alberta Education, Alberta, Canada

Strategies	General Outcome Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	Cluster Heading S–3 general learning	10-3Y

Strand	S–3.1 cognitive
Specific Outcome	*Students will be able to:* a. use simple cognitive strategies to enhance general learning; e.g., connect what they already know with what they are learning

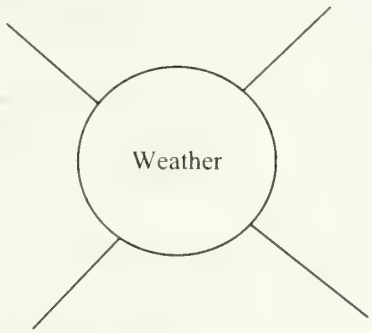
SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Exit Visa

Before students leave the classroom, they must say something in Italian to the teacher. This is their exit visa out of the classroom.

Theme Webs

Students create webs to review vocabulary from a theme; e.g., *il tempo* (the weather).



SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- use simple cognitive strategies to enhance general learning?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to use simple cognitive strategies to enhance general learning (see sample blackline master in Appendix E: Observation Checklist).

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to use simple cognitive strategies to enhance general learning (see sample blackline master in Appendix E: Self-assessment Rating Scale).

© Alberta Education, Alberta, Canada 2009

Strategies	General Outcome Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	Cluster Heading **S–3** general learning	10-3Y

Strand	S–3.2 metacognitive
Specific Outcome	*Students will be able to:* a. use simple metacognitive strategies to enhance general learning; e.g., discover how own efforts can affect learning

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Tell Me What You Know

Using the information in the "L" column of a completed KWL chart, instruct students to reflect on their own thinking processes and how they learn. Have them analyze what they have learned and the strategies they used when learning; e.g., learning new vocabulary through visuals. In pairs, students share their thoughts on their learning strategies.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- use simple metacognitive strategies to enhance general learning?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use simple metacognitive strategies to enhance general learning (see sample blackline master in Appendix E: Peer-assessment Checklist).

©Alberta Education, Alberta, Canada

Strategies	General Outcome Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	Cluster Heading **S–3** general learning	10-3Y

Strand	S–3.3 social/affective
Specific Outcome	*Students will be able to:* a. use simple social and affective strategies to enhance general learning; e.g., seek assistance from others

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Working Strategies

Students practise a variety of strategies to enhance learning; e.g., how to ask for help, directions, needed items and how to state one does not understand, agree or like something. Students create role-plays depicting these strategies.

Twenty Questions

Students ask questions regarding the identity of an unknown or hidden person, place or thing.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

– use simple social and affective strategies to enhance general learning?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to use simple social and affective strategies to enhance general learning (see sample blackline master in Appendix E: Self-assessment Checklist).

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to use simple social and affective strategies to enhance general learning (see sample blackline master in Appendix E: Observation Checklist).

©Alberta Education, Alberta, Canada

Course Level Samples for 20-3Y

Applications **248**

Language Competence **286**

Global Citizenship **317**

Strategies **340**

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for the program of studies.

Applications



Students will use Italian in a variety of **situations** and for a variety of **purposes**.

- A–1 to receive and impart information
- A–2 to express emotions and personal perspectives
- A–3 to get things done
- A–4 to extend their knowledge of the world
- A–5 for imaginative purposes and personal enjoyment
- A–6 to form, maintain and change interpersonal relationships

Language Competence



Students will use Italian **effectively** and **competently**.

- LC–1 attend to form
- LC–2 interpret and produce oral and written texts
- LC–3 apply knowledge of the sociocultural context
- LC–4 apply knowledge of how the Italian language is organized, structured and sequenced

Global Citizenship



Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.

- GC–1 historical and contemporary elements of Italian-speaking cultures
- GC–2 affirming and valuing diversity
- GC–3 personal and career opportunities

Strategies



Students will know and use various strategies to maximize the **effectiveness** of learning and communication.

- S–1 language learning
- S–2 language use
- S–3 general learning

© Alberta Education, Alberta, Canada 2009

Applications

Applications	General Outcome	Cluster Heading	20-3Y
	Students will use Italian in a variety of **situations** and for a variety of **purposes**.	**A–1** to receive and impart information	

Strand	A–1.1 share factual information
Specific Outcome	*Students will be able to:* a. ask for and provide information on various familiar topics

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Lost!

Ask the class to imagine they are visiting Rome for the first time. They are to ask a passer-by the following questions.

- *Scusi signore, dov'è il Colosseo?* (Excuse me, sir, where is the Coliseum?)
- *Scusi signorina, dov'è la Fontana di Trevi?* (Excuse me, ma'am, where is Fontana di Trevi?)
- *Scusate signori, c'è una banca qui vicino?* (Excuse me, is there a bank nearby?)
- *C'è una farmacia vicino alla stazione ferroviaria?* (Is there a pharmacy close to the station?)

In pairs, students role-play dialogues to read to the class.

What Is It?

Model the sentence patterns *Questo è un libro?* (Is this a book?)
Then, ask a student:
Questo cos'è? (What is this?)
È un libro. (It is a book.)
Cos'è? (What is it?)
Un libro. (A book.)
Students ask questions to each other.

Substitute other objects such as *matita, quaderno* (pencil, note book) and continue asking questions to individual students.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- ask for and provide information on various familiar topics?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to ask for and provide information on various familiar topics (see sample blackline master in Appendix E: Observation Checklist).

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–1** to receive and impart information	20-3Y

Strand	A–1.1 share factual information
Specific Outcome	*Students will be able to:* b. describe people, places, things and series of events or actions

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Descriptions

Show a video on grape picking in a small Italian town. Group students and give each group an envelope of cards that describe the series of events in this film. Students re-order these cards into the correct sequence of events. The groups present the events to the class, describing the people, places and things.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- describe people, places, things and series of events or actions?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to describe people, places, things and series of events or actions (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–2** to express emotions and personal perspectives	20-3Y

Strand	A–2.1 share ideas, thoughts, opinions, preferences
Specific Outcome	*Students will be able to:* a. express a personal response to a variety of situations

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Activities

Present the class with a variety of pictures from calendars depicting summer activities. Ask students which activities they prefer.

- *Quale attività preferisci?* (Which activity do you prefer?)
- *Quale attività ti piace?* (Which activity do you like?)
- *Quale attività preferisci fare?* (Which activity do you prefer doing?)

Students share with each other summer activities they prefer.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- express a personal response to a variety of situations?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to express a personal response to a variety of situations (see sample blackline master in Appendix E: Observation Checklist).

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–2** to express emotions and personal perspectives	20-3Y

Strand	A–2.1 share ideas, thoughts, opinions, preferences
Specific Outcome	*Students will be able to:* b. inquire about and express likes and dislikes

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

What Do You Like?

Show pictures of various foods and asks students:

- *Cosa ti piace?* (What do you like?)
- *Quali ti piacciono?* (What do you like?)

Students decide if they would use:
Mi piace (I like) or *Mi piacciono* (I like), according to singular and plural forms.
La mela (the apple): *Mi piace* (I like)
Le albicocche (apricots): *Mi piacciono* (I like)

Students role-play these questions and responses to things they like.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- inquire about and express likes and dislikes?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to inquire about and express likes and dislikes (see sample blackline master in Appendix E: Self-assessment Checklist).

© Alberta Education, Alberta, Canada 2009

Applications	**General Outcome** Students will use Italian in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–2** to express emotions and personal perspectives	**20-3Y**

Strand	A–2.1 share ideas, thoughts, opinions, preferences
Specific Outcome	*Students will be able to:* c. record and share thoughts and ideas with others

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Survey

Students conduct a survey by asking ten students in the school which foods they prefer, ranking them from 1 to 10. Students report their survey results to the class.

Sample:
Direction: *Ordina i cibi nella seguente lista in base alle tue preferenze, da 1 (il preferito) a 10 (il meno preferito).* (Please rank the following foods in terms of your preference, 1 being the most, 10 being the least.)

Nome (Name) _____

Cibi – (foods)
____ *mele* (apples)
____ *spaghetti* (spaghetti)
____ *gelato* (ice cream)
____ *patatine fritte* (French fries)
____ *pollo* (chicken)
____ *hamburger* (hamburgers)
____ *lattuga* (lettuce)
____ *pane* (bread)
____ *ravioli* (ravioli)
____ *uva* (grapes)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
– record and share thoughts and ideas with others?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to record and share thoughts and ideas with others (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

©Alberta Education, Alberta, Canada

Applications	**General Outcome** Students will use Italian in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–2** to express emotions and personal perspectives	**20-3Y**

Strand	A–2.2 share emotions, feelings
Specific Outcome	*Students will be able to:* a. inquire about, express and respond to a variety of emotions and feelings

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

The Wedding

Students view a video of a wedding, and then identify and respond to the emotions expressed.

Form groups of three and ask students to write a short skit on a wedding celebration and present it to class. They are to include such words as:

- *Sei contento/a?* (Are you happy?)
- *Questo matrimonio è bello?* (Is this wedding nice?)
- *È una bella festa?* (Is it a nice party?)
- *Perchè la sposa piange?* (Why does the bride cry?)
- *Perchè la madre è emozionata?* (Why is the mother emotional?)
- *Perchè lo sposo è nervoso?* (Why is the groom nervous?)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- inquire about, express and respond to a variety of emotions and feelings?

Learning Log

Students reflect on their learning and how well they were able to inquire about, express and respond to a variety of emotions and feelings.

© Alberta Education, Alberta, Canada 2009

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–2** to express emotions and personal perspectives	20-3Y

Strand	A–2.2 share emotions, feelings
Specific Outcome	*Students will be able to:* b. record and share personal experiences involving an emotion or feeling

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Personal Photograph

Students bring a photograph about a recent experience that was important to them. In small groups, students describe the photograph to classmates and talk about their feelings and emotions of that experience.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- record and share personal experiences involving an emotion or feeling?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to record and share personal experiences involving an emotion or feeling (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–3** to get things done	20-3Y

Strand	A–3.1 guide actions of others
Specific Outcome	*Students will be able to:* a. make and respond to a variety of simple requests

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Cities and Maps

Post maps of some cities on a bulletin board. Group students and have them invent an imaginary city and create a map of major streets, important tourist attractions, schools, parks and department stores. Groups use their new imaginary city map in role-plays of various conversations; e.g., *Scusi signore, desidero andare allo stadio per vedere la partita di calcio Mi può indicare la strada?* (Excuse me, I would like to go to the stadium for the soccer game. Could you tell me the way?)
Vai sempre diritto su via Condotti e gira a destra all'incrocio. Lo stadio è lì. (Go straight ahead on Via Condotti and turn right at the crossing. The stadium is right there.)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
- make and respond to a variety of simple requests?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to make and respond to a variety of simple requests (see sample blackline master in Appendix E: Observation Checklist).

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–3** to get things done	20-3Y

Strand	A–3.1 guide actions of others
Specific Outcome	*Students will be able to:* b. seek, grant or withhold permission

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Permission

Hand out sentence strips, one half asking permission for something and the other with the response granting permission. Ask students to circulate in the classroom and share their sentence strips with other students until they find their match. They then read the questions and answers to the class; e.g.,

- *Mamma, posso andare al cinema con Franco?* (Mom, can I go with Franco to the movies?)
- *Sì vai pure.* (Sure.)
- *Gino, posso usare la tua bicicletta per favore?* (Can I use your bike, Gino?)
- *No, mi dispiace non puoi perché è rotta.* (I am sorry but you can't. It's broken.)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- seek, grant or withhold permission?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to seek, grant or withhold permission, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–3** to get things done	20-3Y

Strand	A–3.1 guide actions of others
Specific Outcome	*Students will be able to:* c. relay simple messages

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Messages

Give a student a simple message to deliver to a classmate; e.g., "James, please ask Ron to bring his book to my desk." The student delivers this message to classmates. The class then discusses alternate ways the same message can be delivered.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- relay simple messages?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to relay simple messages (see sample blackline master in Appendix E: Self-assessment Checklist).

© Alberta Education, Alberta, Canada 2009

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–3** to get things done	20-3Y

Strand	A–3.1 guide actions of others
Specific Outcome	*Students will be able to:* d. give and follow a simple sequence of instructions

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Finding Your Way to a New Location

Divide students into small groups and provide each group with a map of the school/the city/a country. Instruct half of the group to secretly identify a destination and prepare simple instructions on how to get there. Then have the group select a starting point and have the first half orally guide the second half to the destination. Students switch roles so that all students practise delivering and comprehending simple instructions.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- give and follow a simple sequence of instructions?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to give and follow a simple sequence of instructions (see sample blackline master in Appendix E: Observation Checklist).

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–3** to get things done	20-3Y

Strand	A–3.2 state personal actions
Specific Outcome	*Students will be able to:* a. express a wish or a desire to do something

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

What I Would Like to Do

Organize the class into groups of three and give each group a piece of chart paper. Students brainstorm and share the type of activities they enjoy doing with friends on weekends; e.g., *Vorrei andare al cinema. Vorrei andare al ristorante. Vorrei andare alla partita di baseball. Vorrei andare al parco. Vorrei andare a teatro.* (I would like to go to the movies. I would like to go to a restaurant. I would like to go to a baseball game. I would like to go to the park. I would like to go to the theatre.) Students record these activities onto chart paper and post in the classroom.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- express a wish or a desire to do something?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to express a wish or a desire to do something (see sample blackline master in Appendix E: Observation Checklist).

© Alberta Education, Alberta, Canada 2009

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–3** to get things done	20-3Y

Strand	A–3.2 state personal actions
Specific Outcome	*Students will be able to:* b. make an offer or an invitation, and respond to offers and invitations made by others

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Sentences

Write common phrases on the overhead. Students share their ideas with the rest of the class; e.g.,

- *Puoi venire alla discoteca sabato sera?* (Can you come to the dance with me?)
- *No, non posso. Devo andare con mia mamma al cinema.* (No, I can't. I have to go to the theatre with my mom.)
- *Puoi venire al parco domenica?* (Can you come to the park on Sunday?)
- *Sì, posso venire.* (Sure I can.)

Students create their own skit based on the overhead samples.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- make an offer or an invitation, and respond to offers and invitations made by others?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to make an offer or an invitation, and respond to offers and invitations made by others (see sample blackline master in Appendix E: Self-assessment Checklist).

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–3** to get things done	20-3Y

Strand	A–3.2 state personal actions
Specific Outcome	*Students will be able to:* c. inquire about and express ability and inability to do something

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Ability Survey

Guide and help students to prepare a survey on their sporting abilities. Example of responses:

- *Sai giocare a baseball?* (Can you play baseball?)
- *Si, so giocarci.* (Yes, I can.)
- *No, non ne sono capace.* (No, I cannot.)
- *Si.* (No.)

Once the survey is completed, have the students circulate and ask the survey questions. Students record the answers and prepare a summary of the survey in Italian.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- inquire about and express ability and inability to do something?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to inquire about and express ability and inability to do something (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–3** to get things done	20-3Y

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* a. suggest, initiate or direct action in group activities

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

TV Guide

Divide students into small groups and provide each group with an Italian television guide for a particular week. Instruct groups to work together to come up with a suggested viewing schedule. Encourage students to make suggestions on how to complete the task, and then direct action while working on the task.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- suggest, initiate or direct action in group activities?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to suggest, initiate or direct action in group activities (see sample blackline master in Appendix E: Self-assessment Rating Scale).

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–3** to get things done	20-3Y

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* b. encourage other group members to participate

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Encouraging a Cheering in a Sports Day Activity

Students learn encouraging phrases such as *procedi/continua* (keep going), *buon lavoro* (good job!).

Facilitate a simple game activity or an event like a sports day and ask students to use the phrases during the game.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- encourage other group members to participate?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to encourage other group members to participate (see sample blackline master in Appendix E: Self-assessment Checklist).

© Alberta Education, Alberta, Canada 2009

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–3** to get things done	20-3Y

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* c. assume a variety of roles and responsibilities as group members

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

New Country

Form groups for a cooperative learning lesson. Assign roles in each group; e.g., facilitator, writer, encourager, task master. Explain each role. Each group invents a new country and designs a flag for it, while members assume their roles and responsibilities.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- assume a variety of roles and responsibilities as group members?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to assume a variety of roles and responsibilities as group members (see sample blackline master in Appendix E: Self-assessment Checklist).

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–3** to get things done	20-3Y

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* d. negotiate in a simple way with peers in small-group tasks

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Let's Agree!

Students discuss various roles and change roles during an activity by negotiating; e.g., *Scrivo io. Mi piace leggere. Tu sei molto bravo/a.* (I write. I like to read. You are very good.)

Students use Italian phrases like these to take on specific roles during a small-group activity.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- negotiate in a simple way with peers in small-group tasks?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to negotiate in a simple way with peers in small-group tasks, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

© Alberta Education, Alberta, Canada 2009

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–3** to get things done	20-3Y

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* e. offer to explain or clarify

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

My Portfolio

Ask students to select a piece of work from their portfolio that they would like to share with a classmate. Brainstorm or review a list of words and expressions that students can use when explaining or clarifying their piece of work; e.g., *Gisa la pagina. Questo viene prima.* (Turn the page. This comes first.) Have the students partner up with a classmate and explain or clarify their selected piece of work in Italian.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- offer to explain or clarify?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to offer to explain or clarify (see sample blackline master in Appendix E: Peer-assessment Checklist).

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–4** to extend their knowledge of the world	20-3Y

Strand	A–4.1 discover and explore
Specific Outcome	*Students will be able to:* a. make and talk about personal observations

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Actors

Locate and display posters of entertainers. Point to one poster and describe it; e.g., she is tall with short blonde hair. She has blue eyes and a beautiful smile.

Divide students into pairs and have them circulate throughout the class, stopping at each poster. Give students time to make observations and discuss them with their partner. Lead a brief summary of the observations at the end of the activity.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
- make and talk about personal observations?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to make and talk about personal observations (see sample blackline master in Appendix E: Observation Checklist).

© Alberta Education, Alberta, Canada 2009

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–4** to extend their knowledge of the world	20-3Y

Strand	A–4.1 discover and explore
Specific Outcome	*Students will be able to:* b. explore classification systems and criteria for categories

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Identify and Write It Down

Gather a variety of items and place them on a table. Students identify each item and write down in Italian its characteristics. Students then group the items according to common attributes.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- explore classification systems and criteria for categories?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to explore classification systems and criteria for categories (see sample blackline master in Appendix E: Self-assessment Rating Scale).

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–4** to extend their knowledge of the world	20-3Y

Strand	A–4.1 discover and explore
Specific Outcome	*Students will be able to:* c. discover relationships and patterns

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Compare Boxes

Bring to class a variety of boxes; e.g., shoe boxes, cereal boxes, detergent boxes. Ask students to compare the boxes, using words such as *grande, più grande di, piccolo, più piccolo di* … (big, bigger than, small, smaller than …).

Students in partners share their comparisons of boxes with the class.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

– discover relationships and patterns?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to discover relationships and patterns (see sample blackline master in Appendix E: Peer-assessment Checklist).

©Alberta Education, Alberta, Canada 2009

Applications	**General Outcome** Students will use Italian in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**20-3Y**

Strand	A–4.2 gather and organize information
Specific Outcome	*Students will be able to:* a. record and share personal knowledge of a topic

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Presentations and Actions

Before beginning research on a group project, have students think about and record what they know about the topic on a KWL chart. Have students share their notes with group members before conducting research needs assessment.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- record and share personal knowledge of a topic?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to record and share personal knowledge of a topic (see sample blackline master in Appendix E: Observation Checklist).

©Alberta Education, Alberta, Canada

Applications	**General Outcome** Students will use Italian in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**20-3Y**

Strand	A–4.2 gather and organize information
Specific Outcome	*Students will be able to:* b. compare and contrast items in simple ways

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Compare and Contrast

Have students bring in a favourite piece of clothing; e.g., a ball cap or sweater. Divide the class into groups of five and have all students present their articles of clothing. Guide them as they compare and contrast the items in simple ways; e.g., the ball cap is red and the sweater is warm. Ensure that each member of the group has an opportunity to compare/contrast two items.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- compare and contrast items in simple ways?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to compare and contrast items in simple ways (see sample blackline master in Appendix E: Peer-assessment Checklist).

©Alberta Education, Alberta, Canada 2009

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–4** to extend their knowledge of the world	20-3Y

Strand	A–4.2 gather and organize information
Specific Outcome	*Students will be able to:* c. compose questions to guide research

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Biographies

Read biographies of famous people. Ask students to listen carefully and make simple notes. Organize students into cooperative learning groups to write about a day in the life of one of the famous people. Students use their notes and questions to compose their day in the life of a famous person.

Students share their compositions with their cooperative learning group members.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- compose questions to guide research?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to compose questions to guide research (see sample blackline master in Appendix E: Self-assessment Rating Scale).

©Alberta Education, Alberta, Canada

Applications	**General Outcome** Students will use Italian in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**20-3Y**

Strand	A–4.2 gather and organize information
Specific Outcome	*Students will be able to:* d. identify sources of information

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Italian Cities

Present students with a picture of an Italian city. Discuss the city, and identify and describe historical and cultural events. Lead a brainstorm session with students and identify a variety of sources of information in the city, e.g.,

- Internet
- Italian centre
- Italian family or community members
- public library.

Record and post these sources of information on poster paper.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- identify sources of information?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to identify sources of information (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–4** to extend their knowledge of the world	20-3Y

Strand	A–4.2 gather and organize information
Specific Outcome	*Students will be able to:* e. record observations

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Recording Observations

Provide students with a template for recording observations. Present a short, appropriate clip from an Italian soap opera and instruct students to observe the actors' clothing. Have them record their observations on the template.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- record observations?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to record observations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

©Alberta Education, Alberta, Canada

Applications	**General Outcome** Students will use Italian in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**20-3Y**

Strand	A–4.3 solve problems
Specific Outcome	*Students will be able to:* a. recognize and describe a problem, then propose simple solutions

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Problems

Create or locate visuals depicting problematic situations, such as a car with a flat tire, a shop with a closed sign. Working individually, students select one visual and identify and describe the problem. Students prepare a solution. With a partner, students present their visual and corresponding solution.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- recognize and describe a problem, then propose simple solutions?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to recognize and describe a problem, then propose simple solutions (see sample blackline master in Appendix E: Peer-assessment Checklist).

© Alberta Education, Alberta, Canada 2009

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–4** to extend their knowledge of the world	20-3Y

Strand	A–4.3 solve problems
Specific Outcome	*Students will be able to:* b. understand and use the steps in the problem-solving process

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Game Challenges

Provide students with problems facing sports teams, such as a losing streak. As a class, using Italian, students brainstorm possible solutions. Assign individuals to record student responses on chart paper. At the end of the activity, students work in groups to categorize responses according to common attributes. They may illustrate their work using a web map or flowchart.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

– understand and use the steps in the problem-solving process?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to understand and use the steps in the problem-solving process (see sample blackline master in Appendix E: Peer-assessment Checklist).

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–4** to extend their knowledge of the world	20-3Y

Strand	A–4.4 explore opinions and values
Specific Outcome	*Students will be able to:* a. express their views on a variety of topics within their direct experience

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

A New Hobby

As part of a discussion about hobbies, e.g., listening to music, swimming, reading, drawing, have students individually choose one hobby that they would like to try. Students then write three reasons why they have chosen that particular hobby. Working in partners or in groups of three or four, students share their views on the hobby and why they think they would like to try it.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- express their views on a variety of topics within their direct experience?

Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to express their views on a variety of topics within their direct experience. Offer feedback, encouragement and praise as needed.

©Alberta Education, Alberta, Canada 2009

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–4** to extend their knowledge of the world	20-3Y

Strand	A–4.4 explore opinions and values
Specific Outcome	*Students will be able to:* b. gather opinions on a topic within their direct experience

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Today's Opinions

Form groups and provide each group with a number of topics of interest to students. (Students may brainstorm and come up with a class list.) Topics may include sports, dating, movies or fashion. Students express and discuss their opinions. In groups, students list and record a summary of their opinions onto poster paper.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- gather opinions on a topic within their direct experience?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to gather opinions on a topic within their direct experience (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–4** to extend their knowledge of the world	20-3Y

Strand	A–4.4 explore opinions and values
Specific Outcome	*Students will be able to:* c. recognize differences of opinion

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Differences

Place posters on the wall depicting various opinions. For example, *Il fumo fa male alla salute.* (Smoking is bad for your health.) Assign a cooperative learning activity. Group students and have them reflect on the opinions using a T-chart. Each group presents their chart to the class.

Opinioni (Opinions)	*Sono d'accordo* (I agree)	*Non sono d'accordo* (I disagree)
1.		
2.		
3.		

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- recognize differences of opinion?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to recognize differences of opinion (see sample blackline master in Appendix E: Peer-assessment Checklist).

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–5** for imaginative purposes and personal enjoyment	20-3Y

Strand	A–5.1 humour/fun
Specific Outcome	*Students will be able to:* a. use Italian for fun and to interpret humour; e.g., simple, amusing texts

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Group Poems

Read various poems to the class. Form cooperative learning groups and have each group write a humorous group poem. Each member of the group reads part of the poem to the class. Students post their poems on a bulletin board. For example:

In questa classe d'italiano (In this Italian class)
Noi studiamo e completiamo (We study and complete)
Ogni lezione che prendiamo (Every lesson we take)
Anche se delle volte ci lamentiamo (Even if we complain)

Ogni giorno insieme preghiamo (Every day we pray)
Che i compiti finiamo (That the work we finish)
Delle volte siamo stanchi (Sometimes we get tired)
E dormiamo sui banchi. (And we sleep on the desks.)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
- use Italian for fun and to interpret humour?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to use Italian for fun and to interpret humour (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–5** for imaginative purposes and personal enjoyment	20-3Y

Strand	A–5.2 creative/aesthetic purposes
Specific Outcome	*Students will be able to:* a. use Italian creatively and for aesthetic purposes; e.g., write poems based on simple, repetitive and modelled language

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Restaurants

Show the class video clips of different restaurants. Working in pairs, students invent a restaurant, name it, design a logo for it and create a menu. For example:

Name of restaurant:
Logo:
Menu:
Students write short restaurant skits and present them to class.
Cameriere: Buongiorno. Desiderate?
Cliente: Un'insalata mista, per incominciare e pollo fritto con patatine e fagiolini.
Cameriere: Va bene. E da bere?
Cliente: Acqua minerale.
Cameriere: Gassata?
Cliente: Sì, gassata. Grazie.
(Waiter – Hello. What can I do for you?
Client: A mixed salad to start and fried chicken with French fries and green beans.
Waiter: Ok. And to drink?
Client: Mineral water.
Waiter: Sparkling?
Client: Yes, please. Thanks.)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
- use Italian creatively and for aesthetic purposes?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to use Italian creatively and for aesthetic purposes (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

© Alberta Education, Alberta, Canada 2009

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–5** for imaginative purposes and personal enjoyment	20-3Y

Strand	A–5.3 personal enjoyment
Specific Outcome	*Students will be able to:* a. use Italian for personal enjoyment; e.g., listen to favourite songs in Italian, play games

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Read the Paper

Provide students with Italian newspapers or magazines to read individually or in small groups during class time. Students list new words and their meanings in their learning logs.

Italian Games

Provide opportunities for students to play games, such as Italian bingo (*Tombola*) or other board games related to the theme being studied in Italian. Circulate during the games to check for positive interactions and monitor the use of Italian.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- use Italian for personal enjoyment?

Learning Log

Students reflect on their learning and how well they were able to use Italian for personal enjoyment.

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–6** to form, maintain and change interpersonal relationships	20-3Y

Strand	A–6.1 manage personal relationships
Specific Outcome	*Students will be able to:* a. apologize and refuse politely

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Kind Refusals

As a class, review and list ways to apologize and refuse politely in Italian. Post sample dialogue on an overhead or projector for a variety of situations involving invitations; e.g., *Vuoi venire al ballo? Puoi venire alla spiaggia? Festeggio il mio compleanno domani sera, sei invitato anche tu.* (Would you like to come to the dance? Can you come to the beach? I am celebrating my birthday party tomorrow night and you are invited.) Students choose a situation and then in partners present a short role-play demonstrating a response.

Example of responses:

- *Mi dispiace, non posso, grazie.* (Sorry, I can't, thanks.)
- *Grazie tante ma sono occupato/a.* (Thanks a lot, but I am busy.)
- *Vorrei senz'altro ma devo studiare per l'esame di matematica.* (I would love to come but I have to study for a mathematics exam.)
- *Tanti auguri, ma purtroppo sono occupato/a con i miei genitori sabato sera.*(Happy birthday, but I am quite busy with my parents on Saturday night.)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- apologize and refuse politely?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to apologize and refuse politely (see sample blackline master in Appendix E: Peer-assessment Checklist).

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–6** to form, maintain and change interpersonal relationships	20-3Y

Strand	A–6.1 manage personal relationships
Specific Outcome	*Students will be able to:* b. talk about themselves, and respond to the talk of others by showing attention and interest

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Interests

In pairs, students talk about their interests and why they enjoy certain activities. Partners listen and respond. Students change roles and repeat the activity. As a class, discuss how to keep conversations interactive; e.g., eye contact, head nod.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- talk about themselves, and respond to the talk of others by showing attention and interest?

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to talk about themselves, and respond to the talk of others by showing attention and interest. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–6** to form, maintain and change interpersonal relationships	20-3Y

Strand	A–6.1 manage personal relationships
Specific Outcome	*Students will be able to:* c. make and break social engagements

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Extending Invitations

Bring to class a variety of written invitations to various social functions; e.g., parties, anniversaries, graduations, birthdays. Introduce simple writing conventions for the invitations. Organize students into small groups. Each group creates an invitation using the writing conventions discussed earlier. Groups exchange invitations and respond to the invitation. Read and discuss the responses.

Declining Invitations

Use role-play to demonstrate how a person might cancel a social engagement. Working with partners, students take turns role-playing how they might make a telephone call to decline an invitation, offer an alternate proposal or cancel a social engagement.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- make and break social engagements?

Rating Scale

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to make and break social engagements (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

© Alberta Education, Alberta, Canada 2009

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–1** attend to form	20-3Y

Strand	LC–1.1 phonology
Specific Outcome	*Students will be able to:* a. use comprehensible pronunciation, stress and intonation when producing familiar words or phrases

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Phrases to Pronounce

On strips of paper, write phrases appropriate to the theme being covered. Place each strip in a box. Ask students to take a strip from the box and read it to the class. Students listen to the phrases and pick out specific sounds; e.g., double consonants. For example, *Io mi alzo presto il mattino, mi lavo la faccia, mi spazzolo i denti e mi pettino i capelli* (I wake up early in the morning, I wash my face, brush my teeth, comb my hair).

Write the words with double consonants on the board, read them and have students repeat them.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- use comprehensible pronunciation, stress and intonation when producing familiar words or phrases?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to use comprehensible pronunciation, stress and intonation when producing familiar words or phrases (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–1** attend to form	20-3Y

Strand	LC–1.1 phonology
Specific Outcome	*Students will be able to:* b. recognize some of the effects that intonation and stress have in different situations

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Intonations

Provide students with a list of basic statements, questions and exclamations, and model appropriate intonation for each. Students prepare short skits using the expressions on the list; e.g., *eccomi, eccola, eccoci, caro, carro, papà, papa* (here I am, here it is, here we are, dear, carriage, dad, Pope).

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- recognize some of the effects that intonation and stress have in different situations?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize some of the effects that intonation and stress have in different situations, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–1** attend to form	20-3Y

Strand	LC–1.2 orthography
Specific Outcome	*Students will be able to:* a. recognize and use basic spelling patterns

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

It Starts with ...

Prepare a set of cards of the Italian alphabet and another set with pictures of objects starting with various letters. Working in small groups, students play the game Memory. All the cards are turned face down on the table top. Students turn over two cards, attempting to match the card with the letter to the card with a picture of an object beginning with the same letter. If students pick a correct match, they keep the cards. If they don't, the cards are turned face down again, in the same spot. Students attempt to remember the position of each card. When students find a match, they read and spell aloud the word. At the end of the game, the student with the most pairs, wins. The teacher reads out the words from the cards and students write them in their notebooks.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- recognize and use basic spelling patterns?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to recognize and use basic spelling patterns (see sample blackline master in Appendix E: Self-assessment Checklist).

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–1** attend to form	20-3Y

Strand	LC–1.2 orthography
Specific Outcome	*Students will be able to:* b. recognize and use basic mechanical conventions; e.g., capitalization, punctuation

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

A Letter to a Friend

Hand out various written texts, e.g., a letter, a paragraph, describing the seasons. Explain the use of capitalization and punctuation.

Letter

15 ottobre 2008 (October 15, 2008)

Caro Gianni, (Dear Gianni,)

Sono già tanti giorni che non ricevo tue notizie e sono un po' preoccupato/a.... (It has been already so long since I received your news and I am a little bit worried....)

The students complete the letter and write on chart paper.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- recognize and use basic mechanical conventions?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to recognize and use basic mechanical conventions (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

© Alberta Education, Alberta, Canada 2009

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–1** attend to form	20-3Y

Strand	LC–1.3 lexicon
Specific Outcome	*Students will be able to:* a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: – daily routine – clothing – travel – food – health – sports – any other lexical fields that meet their needs and interests

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Vocabulary Warm-up

Present students with the opening line of a paragraph; e.g., *Tutti i giorni vado al mercato.* (Every day I go to the market.) Select a student and instruct him or her to add a sentence using vocabulary related to a lexical field; e.g., *Porto a casa delle mele.* (I bring home apples.) Have the students select another student who will add to the original sentence; e.g., *Porto a casa delle mele, delle pere.* (I bring home apples and pears.) Students continue to add to the sentence, using vocabulary learned in class.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

– use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–1** attend to form	20-3Y

Strand	LC–1.4 grammatical elements
Specific Outcome	*Students will be able to:* a. use, in modelled situations,★ the following grammatical elements: ***Negative Expressions:*** – e.g., *non* (verb) *più* *non* (verb) *ancora* *non* (verb) *mai* *non* (verb) *niente*

★ Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Negative Expressions

Review and model negative expressions for students. Have students write ten simple "Yes"/"No" questions; e.g., Do you eat spaghetti?, Do you play soccer? Then have students circulate throughout the class and ask each other the questions. Instruct students to practise answering in the negative form.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

– use, in modelled situations, the [given] grammatical elements?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to use, in modelled situations, the given grammatical elements (see ample blackline master in Appendix E: Checklist and Comments 1 or 2).

© Alberta Education, Alberta, Canada 2009

Language Competence	**General Outcome** Students will use Italian **effectively** and **competently**.	**Cluster Heading** **LC–1** attend to form	**20-3Y**

Strand	LC–1.4 grammatical elements
Specific Outcome	*Students will be able to:* b. use, in structured situations,★ the following grammatical elements: ***Pronouns:*** – indirect object: *le, gli, loro* – possessive; e.g., *il mio, il tuo, il suo* ***Verbs:*** – imperfect of verbs in *-are, -ere, -ire* – present perfect of verbs in *-are, -ere ,-ire* – present tense of modal verbs: *potere, volere, dovere* – present conditional of verbs in *-are, -ere, -ire* ***Adjectives:*** – relative superlative: *il più* (adjective) *di, la più* (adjective) *di* ***Adverbs:*** – adjective with *-mente;* e.g., *lentamente, facilmente, caramente* ***Prepositions:*** – simple: *di, a, da, in, con, su, per, tra, fra* – compound; e.g., *del, dello, dell', della, dei, degli, delle*

★ Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

I Would Like ...

Distribute a short dialogue to each student and invite students to read parts to the class. The dialogues should contain verbs in the present conditional tense. At the end of the reading, model questions and answers using the present conditional tense; e.g., *Io mangerei la bisteccca. Tu,(student) mangeresti la bistecca? Io mangerei della frutta. Tu,(student) mangeresti della frutta?* (I would eat the steak. Would you eat the steak? I would eat fruit. Would you eat fruit?) Change items and verbs, and continue to model the conditional tense in all subject pronouns. Distribute worksheets where students change the infinitives of regular verbs to the present conditional.

© Alberta Education, Alberta, Canada

Strand	LC–1.4 grammatical elements
Specific Outcome	*Students will be able to:* b. use, in structured situations,* the following grammatical elements: ***Pronouns:*** – indirect object: *le, gli, loro* – possessive; e.g., *il mio, il tuo, il suo* ***Verbs:*** – imperfect of verbs in *-are, -ere, -ire* – present perfect of verbs in *-are, -ere ,-ire* – present tense of modal verbs: *potere, volere, dovere* – present conditional of verbs in *-are, -ere, -ire* ***Adjectives:*** – relative superlative: *il più* (adjective) *di, la più* (adjective) *di* ***Adverbs:*** – adjective with *-mente;* e.g., *lentamente, facilmente, caramente* ***Prepositions:*** – simple: *di, a, da, in, con, su, per, tra, fra* – compound; e.g., *del, dello, dell', della, dei, degli, delle*

* Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

– use, in structured situations, the [given] grammatical elements?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to use, in structured situations, the given grammatical elements (see sample blackline master in Appendix E: Self-assessment Checklist).

© Alberta Education, Alberta, Canada 2009

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–1** attend to form	20-3Y

Strand	LC–1.4 grammatical elements
Specific Outcome	*Students will be able to:* c. use, independently and consistently,★ the following grammatical elements: ***Nouns:*** – derivatives – diminutives ***Pronouns:*** – direct object: *lo, li, la, le* – relative: *che, cui* ***Articles:*** – partitive: *del, dello, dell', della, dei, degli, delle* ***Verbs:*** – reflexive; e.g., *mi lavo, mi siedo, mi vesto* – future of verbs in *-are, -ere, -ire* – present tense of *sapere, conoscere* ***Adjectives:*** – comparative: *così* (adjective) *come, tanto* (adjective) *quanto, più* (adjective) *di, più* (adjective) *che, meno* (adjective) *di, meno* (adjective) *che* ***Adverbs:*** – comparative: *meno, più, meglio, peggio* ***Conjunctions:*** – *dopo, allora, prima*

★ Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

The Future Tense

Introduce the lesson using flash cards, dialogues and short readings of verbs in the future tense. Group students in threes. In each group, students ask each other questions based on flash cards prepared by the teacher. Students take turns asking and answering, questions in the future tense. Each group writes a question and answer in the future tense on the blackboard for review.

After, Then

Distribute sentence strips to students. Students link them in order using *dopo, allora, prima* (afterward, then, before) or other conjunctions. Students share their sentences with the class for review and discussion.

©Alberta Education, Alberta, Canada

Strand	LC–1.4 grammatical elements
Specific Outcome	*Students will be able to:* c. use, independently and consistently,★ the following grammatical elements: ***Nouns:*** – derivatives – diminutives ***Pronouns:*** – direct object: *lo, li, la, le* – relative: *che, cui* ***Articles:*** – partitive: *del, dello, dell', della, dei, degli, delle* ***Verbs:*** – reflexive; e.g., *mi lavo, mi siedo, mi vesto* – future of verbs in *-are, -ere, -ire* – present tense of *sapere, conoscere* ***Adjectives:*** – comparative: *così* (adjective) *come, tanto* (adjective) *quanto, più* (adjective) *di, più* (adjective) *che, meno* (adjective) *di, meno* (adjective) *che* ***Adverbs:*** – comparative: *meno, più, meglio, peggio* ***Conjunctions:*** – *dopo, allora, prima*

★ Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
– use, independently and consistently, the [given] grammatical elements?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use, independently and consistently, the given grammatical elements (see sample blackline master in Appendix E: Peer-assessment Checklist).

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to use, independently and consistently, the given grammatical elements (see sample blackline master in Appendix E: Self-assessment Rating Scale).

©Alberta Education, Alberta, Canada 2009

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–2** interpret and produce oral and written texts	20-3Y

Strand	LC–2.1 aural interpretation
Specific Outcome	*Students will be able to:* a. understand short, simple oral texts from a variety of media in guided and unguided situations

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Listen

Students listen to a recording of an Italian radio news story, read a sports blog on a famous Italian soccer player, or watch a television weather forecast. Students answer simple questions orally or in writing.

Descriptions

Post pictures of various items, e.g., foods, vegetables and clothing, in the classroom. Number each picture. Describe each item, without indicating which item is being described. Students guess which item corresponds to the description given. They respond in complete sentences; e.g., *La descrizione del numero due è …* (Description of number two is …).

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- understand short, simple oral texts from a variety of media in guided and unguided situations?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to understand short, simple oral texts from a variety of media in guided and unguided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to understand short, simple oral texts from a variety of media in guided and unguided situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–2** interpret and produce oral and written texts	20-3Y

Strand	LC–2.2 written interpretation
Specific Outcome	*Students will be able to:* a. understand short, simple written texts from a variety of media in guided and unguided situations

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Conversations

Locate or write out short, simple dialogues in a variety of media; e.g., electronic, written. The dialogues should all be different but contain similarities. Prepare a short set of comprehension questions for and of the dialogues and have students work in pairs to, firstly, locate which dialogue matches the questions, and secondly, answer the comprehension questions.

Teams and Games

Provide students with a schedule of a sports team, including home games, away games, day, month and time of the scheduled games. Students use the schedule to answer questions; e.g., *A che ora gioca la squadra domenica, quindici luglio? Dove gioca la squadra venerdì, due giugno?* (What time does the team play on Sunday, July 15? Where does the team play on Friday, June 2?)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- understand short, simple written texts from a variety of media in guided and unguided situations?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to understand short, simple written texts from a variety of media in guided and unguided situations (see sample blackline master in Appendix E: Observation Checklist).

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to understand short, simple written texts from a variety of media in guided and unguided situations, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

© Alberta Education, Alberta, Canada 2009

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–2** interpret and produce oral and written texts	20-3Y

Strand	LC–2.3 visual interpretation
Specific Outcome	*Students will be able to:* a. derive meaning from the visual elements of a variety of media in guided situations

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Cut and Sequence the Story

Students cut out pictures from travel magazines and, in groups, place the pictures in sequence and write a story of the events. Each group places the pictures on a wall in sequence and each student reads part of the story.

Clothes

Provide students with a variety of magazine clothing advertisements showing various seasons. Students determine when the clothing would be worn and stage a fashion show. The students dress up for the day and orally present their outfits to the class.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- derive meaning from the visual elements of a variety of media in guided situations?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to derive meaning from the visual elements of a variety of media in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Learning Log

Students reflect on their learning and how well they were able to derive meaning from the visual elements of a variety of media in guided situations.

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–2** interpret and produce oral and written texts	20-3Y

Strand	LC–2.4 oral production
Specific Outcome	*Students will be able to:* a. produce short, simple oral texts in guided situations

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

At the Hotel

Show pictures of various Italian resort areas. Organize students into groups and have them role-play a hotel scene.

Example:

Albergatore: Buongiorno, desiderate signori?
Gina: Abbiamo prenotato due camere.
Albergatore: Il nome per favore.
Gina: Io sono Gina Rossi e questa è la mia amica Anna Ferrari.
Albergatore: Vediamo. Sì per tre notti, vero?
Anna: Esatto.
Albergatore: Documenti per favore.
Gina: Ecco i passaporti.
Albergatore: Grazie. Le camere sono al secondo piano.
Numero 230 e 231.
Gina: Grazie.
Albergatore: Prego. Buon divertimento.

(Hotel Manager – Good morning, how can I help you?
Gina: We have reserved two rooms.
Hotel Manager: Your name please.
Gina: My name is Gina and this is my friend Anna.
Hotel Manager: Let's see. Yes, three nights, right?
Anna: Correct.
Hotel Manager: Your passports, please.
Gina: Here they are.
Hotel Manager: Thanks, your rooms are on the second floor, 230 and 231.
Gina: Thanks.
Hotel Manager: You're welcome. Enjoy.)

© Alberta Education, Alberta, Canada 2009

Strand	LC–2.4 oral production
Specific Outcome	*Students will be able to:* a. produce short, simple oral texts in guided situations

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- produce short, simple oral texts in guided situations?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to produce short, simple oral texts in guided situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–2** interpret and produce oral and written texts	20-3Y

Strand	LC–2.5 interactive fluency
Specific Outcome	*Students will be able to:* a. engage in simple interactions

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Role-plays

Divide the class into two teams and ask for a volunteer from each team to the front of the class. Provide the two students with a scenario; e.g., shopping at a clothing store, practising a sport. The two students work together to improvise a skit by taking turns in saying a simple sentence. The skit ends when a student cannot think of a follow-up sentence and his or her team is unable to help.

Telephone Conversations

Students role-play telephone conversations; e.g.,
Ciao, Andrea. Come stai?
Marco, ciao. Molto bene grazie, e tu?
Benone. Ascolta, c'è una festicciola a casa mia sabato sera. Puoi venire?
Senz'altro, grazie.
Allora ci vediamo sabato.
(Hello, Andrea. How are you?
Hi Marco. Very good, thanks and you?
Good. Listen, there is a party at my place on Saturday night. Can you come?
Sure, thanks.
See you Saturday.)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
- engage in simple interactions?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to engage in simple interactions (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to engage in simple interactions (see sample blackline master in Appendix E: Observation Checklist).

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–2** interpret and produce oral and written texts	20-3Y

Strand	LC–2.6 written production
Specific Outcome	*Students will be able to:* a. produce short, simple written texts in guided situations

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Postcards

Display postcards from Italy. Students cut out pictures, create their own postcards and exchange them with classmates. The postcards have pictures on the front, and messages and addresses on back.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- produce short, simple written texts in guided situations?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to produce short, simple written texts in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–2** interpret and produce oral and written texts	20-3Y

Strand	LC–2.7 representation
Specific Outcome	*Students will be able to:* a. express meaning through the use of visual elements in a variety of media, in guided situations

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Presentations

Divide students into small groups. Present groups with a list of topics; e.g., a travel destination, a sporting event, food or fashion. Have groups select a topic and then decide on a way to visually represent that topic; e.g., a computer slide show or collage. Encourage students to focus on expressing meaning through visuals.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- express meaning through the use of visual elements in a variety of media, in guided situations?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to express meaning through the use of visual elements in a variety of media, in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–3** apply knowledge of the sociocultural context	20-3Y

Strand	LC–3.1 register
Specific Outcome	*Students will be able to:* a. use formal and informal language appropriately in familiar situations

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Doctor's Appointment

Briefly review the differences between formal and informal language. Present students with the idea of visiting a doctor's office. Divide students into pairs and have them role-play a short dialogue that incorporates appropriate language for the situation.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

– use formal and informal language appropriately in familiar situations?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to use formal and informal language appropriately in familiar situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–3** apply knowledge of the sociocultural context	20-3Y

Strand	LC–3.2 idiomatic expressions
Specific Outcome	*Students will be able to:* a. use learned idiomatic expressions, with guidance, to enhance communication

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Idiomatic Expressions

Read short sentences that have idiomatic expressions and have students repeat them, then use selected expression in skits.

- *Oggi non mangio a mezzogiorno perchè non ho fame.*
  (Today at noon I am not eating because I am not hungry.)
- *Forse verso sera avrò fame e mangerò un panino.*
  (Maybe I will eat later on tonight. I will eat a sandwich.)
- *Quando fa molto caldo io vado alla spiaggia.*
  (When it is so hot, I go to the beach.)
- *La bambina ha paura quando vede il pagliaccio.*
  (The girl is scared when she sees the clown.)
- *Con questo caldo, io ho tanta sete.*
  (I am so thirsty with this hot weather.)

Use Idiomatic Expressions

Introduce different idiomatic expressions and list them on the board. Orally present simple scenarios in Italian. After hearing each scenario, students respond orally with the appropriate idiomatic expression.

Students write the expressions and scenario in their learning logs.

©Alberta Education, Alberta, Canada 2009

Strand	LC–3.2 idiomatic expressions
Specific Outcome	*Students will be able to:* a. use learned idiomatic expressions, with guidance, to enhance communication

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
- use learned idiomatic expressions, with guidance, to enhance communication?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use learned idiomatic expressions, with guidance, to enhance communication, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to use learned idiomatic expressions, with guidance, to enhance communication (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–3** apply knowledge of the sociocultural context	20-3Y

Strand	LC–3.3 variations in language
Specific Outcome	*Students will be able to:* a. acknowledge variations in language; e.g., regional, age-related, gender, social class, accent

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Variations in Language

Briefly review the variations in language identified in the Italian Language and Culture 10-3Y section. Use a map to highlight where regional variations exist. Review vocabulary, phrases and intonation that are exclusive to a region, age, gender or social class. Encourage students to use examples of the variations when and where appropriate in their personal lives.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- acknowledge variations in language; e.g., regional, age-related, gender, social class, accent?

Rating Scale

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to acknowledge variations in language; e.g., regional, age-related, gender, social class, accent (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

© Alberta Education, Alberta, Canada 2009

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–3** apply knowledge of the sociocultural context	20-3Y

Strand	LC–3.4 social conventions
Specific Outcome	*Students will be able to:* a. identify and use learned expressions and conventions in various social interactions and formal and informal situations

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Social Situations

Have students generate examples of social situations, both formal and informal; e.g.,

- *casa* (home)
- *scuola* (school)
- *teatro* (a movie theatre)
- *una festa* (a party).

Have them record these ideas on file cards, one idea per card. Working with partners, students select a card and then role-play that situation.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- identify and use learned expressions and conventions in various social interactions and formal and informal situations?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to identify and use learned expressions and conventions in various social interactions and formal and informal situations (see sample blackline master in Appendix E: Self-assessment Rating Scale).

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–3** apply knowledge of the sociocultural context	20-3Y

Strand	LC–3.5 nonverbal communication
Specific Outcome	*Students will be able to:* a. recognize and use appropriate nonverbal behaviours in a variety of familiar contexts; e.g., eye contact

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Let's Talk with Body Language

Students watch an excerpt of a movie that includes examples of appropriate nonverbal behaviours. First, play the video without sound and ask students to carefully observe the actions and body language of the characters. Then, play the video a second time with sound and have students identify how nonverbal communication is a factor in understanding the segment. Discuss differences in nonverbal behaviours among cultures.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- recognize and use appropriate nonverbal behaviours in a variety of familiar contexts?

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to recognize and use appropriate nonverbal behaviours in a variety of familiar contexts. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–4** apply knowledge of how the Italian language is organized, structured and sequenced	20-3Y

Strand	LC–4.1 cohesion/coherence
Specific Outcome	*Students will be able to:* a. organize texts using common patterns; e.g., cause and effect, straightforward time sequencing

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Recipes

Provide students with written instructions for a recipe, but not in the correct order. Point out words that have a linking function; e.g., *primo, secondo, dopo* (first, second, then). Students put the instructions in order, and demonstrate or illustrate the steps.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

– organize texts using common patterns?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to organize texts using common patterns (see sample blackline master in Appendix E: Observation Checklist).

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–4** apply knowledge of how the Italian language is organized, structured and sequenced	20-3Y

Strand	LC–4.1 cohesion/coherence
Specific Outcome	*Students will be able to:* b. link several sentences coherently

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Activities

Students list the various activities they will do during an upcoming holiday/school break, using link words appropriately to connect ideas; e.g., *Di mattina, io farò … Dopo, io farò …* (in the morning I will …, then I will …). Students then present their activity to the class using appropriate link words.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- link several sentences coherently?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to link several sentences coherently (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

© Alberta Education, Alberta, Canada 2009

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–4** apply knowledge of how the Italian language is organized, structured and sequenced	20-3Y

Strand	LC–4.1 cohesion/coherence
Specific Outcome	*Students will be able to:* c. use common conventions to structure texts; e.g., titles, paragraphs

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Conventions

Present examples of common conventions to structure text on the overhead. Discuss the patterns associated with the various structures. Students work in small groups to characterize different ways texts are structured according to common attributes; e.g., addresses on letters, capitalization, salutations.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- use common conventions to structure texts?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to use common conventions to structure texts (see sample blackline master in Appendix E: Observation Checklist).

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–4** apply knowledge of how the Italian language is organized, structured and sequenced	20-3Y

Strand	LC–4.2 text forms
Specific Outcome	*Students will be able to:* a. recognize a variety of oral and print text forms; e.g., recipes, invitations, messages

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Texts

Provide various examples of oral and print text forms; e.g., an oral description of a movie, a written invitation to a party. Highlight the differences in text forms and discuss them as a class. Students note these highlighted differences in their notebooks.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- recognize a variety of oral and print text forms?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize a variety of oral and print text forms, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

© Alberta Education, Alberta, Canada 2009

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–4** apply knowledge of how the Italian language is organized, structured and sequenced	20-3Y

Strand	LC–4.2 text forms
Specific Outcome	*Students will be able to:* b. use some simple text forms in their own productions; e.g., maps, questionnaires

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

E-pals

Have the students work in pairs to come up with an updated version of a fairy tale. The students then select a fairy tale and re-tell it through a series of e-mails between two pen pals. Encourage students to keep e-mails short and simple and to be creative in their adaptation. Revisit this activity throughout the year and vary the text forms.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- use some simple text forms in their own productions?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to use some simple text forms in their own productions (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–4** apply knowledge of how the Italian language is organized, structured and sequenced	20-3Y

Strand	LC–4.3 patterns of social interaction
Specific Outcome	*Students will be able to:* a. use simple conventions to open and close conversations and to manage turn taking

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

On the Telephone

Read the dialogue of a telephone conversation. At the end of the reading, provide the vocabulary used in a telephone conversation; e.g., *Pronto ... Sono ... posso parlare con ...?* (Hello ... It's ... May I speak with ...?) Students work in pairs to orally construct a simple conversation. Provide each pair with a realistic situation, such as: You have two tickets to a football game and you phone your friend to see if he or she would like to go with you.

Students practise their telephone dialogues and share them with the class. Students note each others' use of simple opening and closing conventions, and any conventions related to managing turn taking.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- use simple conventions to open and close conversations and to manage turn taking?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use simple conventions to open and close conversations and to manage turn taking, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

© Alberta Education, Alberta, Canada 2009

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–4** apply knowledge of how the Italian language is organized, structured and sequenced	20-3Y

Strand	LC–4.3 patterns of social interaction
Specific Outcome	*Students will be able to:* b. initiate and respond to a variety of social interaction patterns; e.g., statement–agreement/disagreement–reaction

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Skits

With students, discuss ways to initiate and respond to various social instructions. In pairs, students act out a variety of scenarios related to the particular theme studied; e.g., ordering food in a restaurant, paying for groceries at a grocery store, or asking for a larger size sweater while shopping. Then, students change partners and act out another scenario.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- initiate and respond to a variety of social interaction patterns?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to initiate and respond to a variety of social interaction patterns (see sample blackline master in Appendix E: Peer-assessment Checklist).

©Alberta Education, Alberta, Canada

Global Citizenship	General Outcome	Cluster Heading	20-3Y
	Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**GC–1** historical and contemporary elements of Italian-speaking cultures	

Strand	GC–1.1 accessing/analyzing cultural knowledge of the Italian-speaking world
Specific Outcome	*Students will be able to:* a. seek out information about Italian cultures from authentic sources

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Research

Provide students with a list of cultural research projects; e.g., pop culture, current trends in Italian cuisine, traditional clothing, traditional dishes. Have students work in small groups and use Italian-language magazines, newspapers, books and other authentic sources to find information on their topic.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- seek out information about Italian cultures from authentic sources?

Rating Scale

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to seek out information about Italian cultures from authentic sources (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Global Citizenship	General Outcome Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	Cluster Heading **GC–1** historical and contemporary elements of Italian-speaking cultures	20-3Y

Strand	GC–1.1 accessing/analyzing cultural knowledge of the Italian-speaking world
Specific Outcome	*Students will be able to:* b. identify some things they have in common with people their own age who live in an Italian culture

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Questions on Culture

Show clips of Italian youth at school, cafes, restaurants and sporting activities. Discuss the clothing they wear, their hair styles and type of music they seem to appreciate. Brainstorm questions students would like to ask an Italian student. If possible, arrange for students to write to pen pals in Italy.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- identify some things they have in common with people their own age who live in an Italian culture?

Rating Scale

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to identify some things they have in common with people their own age who live in an Italian culture (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

©Alberta Education, Alberta, Canada

Global Citizenship	General Outcome Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	Cluster Heading **GC–1** historical and contemporary elements of Italian-speaking cultures	20-3Y

Strand	GC–1.1 accessing/analyzing cultural knowledge of the Italian-speaking world
Specific Outcome	*Students will be able to:* c. compare and make connections between some elements of the Italian culture being studied and their own culture

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Comparing Cultures

Students research various aspects of Italian culture using the Internet or print material. In groups, the students compare and contrast some of these cultural aspects with their own. They can illustrate their comparisons using T-charts, concept maps or webs. Groups present their findings to the class.

Caution: Students should be monitored when they use the Internet.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- compare and make connections between some elements of the Italian culture being studied and their own culture?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to compare and make connections between some elements of the Italian culture being studied and their own culture (see sample blackline master in Appendix E: Peer-assessment Checklist).

© Alberta Education, Alberta, Canada 2009

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of Italian-speaking cultures	**20-3Y**

Strand	GC–1.1 accessing/analyzing cultural knowledge of the Italian-speaking world
Specific Outcome	*Students will be able to:* d. participate in activities and experiences that reflect elements of Italian cultures

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Bocce Ball

At the school sports field, introduce the games of *bocce* (Bocce ball). During the game, students use Italian as much as possible; e.g., *la palla, il pallino, due punti, tre punti, abbiamo vinto, abbiamo perso, bella partita, è il tuo turno, tira tu* (the ball, the little ball, two points, three points, we won, we lost, nice game, it's your turn, you throw now).

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- participate in activities and experiences that reflect elements of Italian cultures?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to participate in activities and experiences that reflect elements of Italian cultures (see sample blackline master in Appendix E: Observation Checklist).

©Alberta Education, Alberta, Canada

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of Italian-speaking cultures	**20-3Y**

Strand	GC–1.2 applying cultural knowledge
Specific Outcome	*Students will be able to:* a. identify commonalities and differences between Italian cultures and their own

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Let's Talk about Culture

Discuss cultural elements within the Italian community; e.g., Christmas, Easter celebrations, sporting events, wedding feasts. Students record and illustrate cultural elements pertaining to celebrations or cultural events in their learning logs.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- identify commonalities and differences between Italian cultures and their own?

Learning Log

Students reflect on their learning and how well they were able to identify commonalities and differences between Italian cultures and their own.

©Alberta Education, Alberta, Canada 2009

Global Citizenship	General Outcome Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	Cluster Heading **GC–1** historical and contemporary elements of Italian-speaking cultures	20-3Y

Strand	GC–1.2 applying cultural knowledge
Specific Outcome	*Students will be able to:* b. apply knowledge of Italian cultures to interpret these commonalities and differences

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Collages

Review commonalities and differences students have discovered between Italian cultures and their own. List major topics on the board. Divide students into small groups and have each group select one topic. Instruct each group to locate digital images and make a digital collage on their topic; e.g., a wedding celebration in Italy/Canada. Students also write individual editorials to be included with the collages.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- apply knowledge of Italian cultures to interpret these commonalities and differences?

Rating Scale

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to apply knowledge of Italian cultures to interpret these commonalities and differences (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

©Alberta Education, Alberta, Canada

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of Italian-speaking cultures	**20-3Y**

Strand	GC–1.3 diversity within Italian-speaking cultures
Specific Outcome	*Students will be able to:* a. identify commonalities and differences among diverse groups within the cultures

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Italian Regions

Project a map of Italy on the overhead projector and discuss areas of interests. Follow the activity by showing a film about various regions of Italy. After discussing the film, form groups of four. Each group creates a T-chart identifying commonalities and differences between two of the 20 regions of Italy. Groups post and share their T-charts.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- identify commonalities and differences among diverse groups within the cultures?

Rating Scale

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to identify commonalities and differences among diverse groups within the cultures (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

©Alberta Education, Alberta, Canada 2009

Global Citizenship	General Outcome Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	Cluster Heading **GC–1** historical and contemporary elements of Italian-speaking cultures	20-3Y

Strand	GC–1.3 diversity within Italian-speaking cultures
Specific Outcome	*Students will be able to:* b. apply knowledge of the Italian cultures to interpret these commonalities and differences

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Trips to Italy

Divide the class in groups and assign each group one of the 20 regions of Italy. Groups make tourist videos for that region. Videos could include:

- map of Italy
- map of the region
- cities and towns to visit
- special celebrations
- climate
- festivals
- sporting activities
- clothing
- food.

Show the videos to the class.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- apply knowledge of the Italian cultures to interpret these commonalities and differences?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to apply knowledge of the Italian cultures to interpret these commonalities and differences (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

©Alberta Education, Alberta, Canada

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of Italian-speaking cultures	**20-3Y**

Strand	GC–1.4 valuing Italian-speaking cultures
Specific Outcome	*Students will be able to:* a. participate in Italian cultural activities and experiences

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Festivals

Identify a list of Italian cultural events celebrated in the community; e.g., Santa Maria Goretti Day in Edmonton. Provide students with descriptions of the events and have them decide on an event to participate in or organize for the classroom. Invite members of the Italian community to help organize or provide advice. Encourage students to participate in cultural activities and experiences outside the classroom whenever possible.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- participate in Italian cultural activities and experiences?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to participate in Italian cultural activities and experiences (see sample blackline master in Appendix E: Peer-assessment Checklist).

© Alberta Education, Alberta, Canada 2009

Global Citizenship	General Outcome Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	Cluster Heading **GC–1** historical and contemporary elements of Italian-speaking cultures	20-3Y

Strand	GC–1.4 valuing Italian-speaking cultures
Specific Outcome	*Students will be able to:* b. identify similarities between themselves and people of the culture being studied

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Two Holidays

Review students' knowledge of the generalizations used to describe Italian people. Have them use Venn diagrams to contrast and compare the way two important events are celebrated in their own culture and in the Italian culture; e.g., New Year's and Thanksgiving. Highlight the similarities students have identified and extrapolate what these similarities could mean.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- identify similarities between themselves and people of the culture being studied?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to identify similarities between themselves and people of the culture being studied (see sample blackline master in Appendix E: Self-assessment Rating Scale).

©Alberta Education, Alberta, Canada

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	**20-3Y**

Strand	GC–2.1 awareness of first language
Specific Outcome	*Students will be able to:* a. compare written and oral aspects of their first language and Italian

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Similar Words

Compare a short paragraph describing the daily routine of an Italian celebrity. Incorporate as many cognates as plausible. Read the paragraph to students and have them listen for the cognates. Re-read the paragraph and have students indicate when they recognize a cognate. Divide students into pairs and distribute a copy of the paragraph to each partner. Have the students examine the paragraph and circle or underline any cognates they recognize. Students write the words and find the English cognates. The class reviews the patterns of these words; e.g.,

- *direttore* (director)
- *azione* (action)
- *stazione* (station)
- *famoso* (famous)
- *studente* (student)
- *problema* (problem).

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- compare written and oral aspects of their first language and Italian?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to compare written and oral aspects of their first language and Italian (see sample blackline master in Appendix E: Observation Checklist).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	**20-3Y**

Strand	GC–2.2 general language knowledge
Specific Outcome	*Students will be able to:* a. describe ways that languages can be taught and learned

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Contemporary Texts

Provide students with a variety of articles written by writers from different parts of Italy. Discuss expressions and words used in contemporary Italian language and have the students use these expressions. Then have students note how this type of study can enhance their choice of expressions and words from around Italy. Students add this note to a list of ways languages can be learned.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- describe ways that languages can be taught and learned?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to describe ways that languages can be taught and learned, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

©Alberta Education, Alberta, Canada

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	**20-3Y**

Strand	GC–2.2 general language knowledge
Specific Outcome	*Students will be able to:* b. recognize that within any linguistic group individuals use language in personal ways

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

E-mail

Lead a brief discussion with students on how differently they write in an e-mail or text message versus how they write in English/language arts class. Identify some of the differences on the board. Locate a series of Italian e-mail exchanges and present examples of how Italian people also use language in personal ways.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- recognize that within any linguistic group individuals use language in personal ways?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to recognize that within any linguistic group individuals use language in personal ways (see sample blackline master in Appendix E: Observation Checklist).

© Alberta Education, Alberta, Canada 2009

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	**20-3Y**

Strand	GC–2.2 general language knowledge
Specific Outcome	*Students will be able to:* c. recognize that in any language there are different words for the same thing

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Dialect Songs

Students listen to songs from different regions of Italy. Group students and have them write their own words for one of the songs.

Example:

Word in the song	Standard Italian	
tu si guaglion	*tu sei un ragazzo*	you are a boy
ti missi in capi di	*ti sei messo in testa*	you put this on your mind
iuca au pallone	*di giocare a pallone*	plays soccer

Students note, in their learning logs, that the Italian language has different words for the same thing. Students can also provide examples of these.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- recognize that in any language there are different words for the same thing?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to recognize that in any language there are different words for the same thing (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

©Alberta Education, Alberta, Canada

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	**20-3Y**

Strand	GC–2.3 awareness of own culture
Specific Outcome	*Students will be able to:* a. recognize and identify similarities and differences between their own culture and other cultures

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Winter Clothing

Locate visuals of showing what young people in Italy wear during the winter months, especially during holiday celebrations. Divide students into groups and distribute the visuals to each group. Students create a T-chart to contrast and compare clothing worn in their culture and Italian culture.

Propria cultura (Own culture)	*Cultura italiana* (Italian culture)

Students share their T-chart with the class.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- recognize and identify similarities and differences between their own culture and other cultures?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to recognize and identify similarities and differences between their own culture and other cultures (see sample blackline master in Appendix E: Observation Checklist).

©Alberta Education, Alberta, Canada 2009

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	**20-3Y**

Strand	GC–2.3 awareness of own culture
Specific Outcome	*Students will be able to:* b. make connections between individuals or situations in texts and their own personal experiences

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Family Menus

Students compare a family menu for a festive occasion in Italy with a festive menu a student's own family might prepare. These menus are compared using a Venn diagram. Students discuss the similarities and differences to make connections between Italian festive menus and menus from their own family.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- make connections between individuals or situations in texts and their own personal experiences?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to make connections between individuals or situations in texts and their own personal experiences (see sample blackline master in Appendix E: Self-assessment Rating Scale).

© Alberta Education, Alberta, Canada

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	**20-3Y**

Strand	GC–2.4 general cultural knowledge
Specific Outcome	*Students will be able to:* a. recognize that speakers of the same language may come from different cultural backgrounds

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Leaders

Compile a short list of leaders of international organizations; e.g., Secretary General of the United Nations (UN), President of the International Olympic Committee, President of the Fédération Internationale de Football Association (FIFA). Have students work in groups to identify where the people on the list come from or were born, and what language(s) they speak. Highlight any languages that are spoken by all members on the list despite the different cultural backgrounds.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- recognize that speakers of the same language may come from different cultural backgrounds?

Learning Log

Students reflect on their learning and how well they were able to recognize that speakers of the same language may come from different cultural backgrounds.

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	**20-3Y**

Strand	GC–2.5 valuing diversity
Specific Outcome	*Students will be able to:* a. engage in activities that reflect other ways of doing things or other perspectives

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Cultural Activities

Students engage in cultural activities, such as learning an Italian traditional dance, preparing an Italian meal or snack, or going to an Italian café. These activities may be coordinated with other subjects, such as physical education, music or foods class.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

– engage in activities that reflect other ways of doing things or other perspectives?

Learning Log

Students reflect on their learning and how well they were able to engage in activities that reflect other ways of doing things or other perspectives.

©Alberta Education, Alberta, Canada

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	**20-3Y**

Strand	GC–2.5 valuing diversity
Specific Outcome	*Students will be able to:* b. identify the limitations of adopting a single perspective

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Movie Review

Select an appropriate movie that the majority of the class has seen or is familiar with. Divide the class into two teams and then have each team prepare a brief movie review. Team A can only rely on the opinion of one teammate; Team B can use the opinions of all team members for the review. Have each team present its review and then lead a brief compare/contrast of the two reviews.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- identify the limitations of adopting a single perspective?

Learning Log

Students reflect on their learning and how well they were able to identify the limitations of adopting a single perspective.

© Alberta Education, Alberta, Canada 2009

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	**20-3Y**

Strand	GC–2.6 intercultural skills
Specific Outcome	*Students will be able to:* a. reflect on their actions and the consequences of their actions for others

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Construction Time Again

Have students work in pairs or threes, with one student as the leader and the other(s) as builders. Display a simple structure of Italian architecture, e.g., the Leaning Tower of Pisa, so that only the leader can see it. Provide each group with building materials identical to those used to make the hidden structure. Instruct the leader to verbally direct the builders. The leader cannot touch the construction nor can the builders see the original structure. Once all structures have been completed, have the builders compare their version with the original. Lead a debriefing discussion that examines how the leader's directions affected the construction and how the builders' ability to listen and follow instructions played a similar role.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

– reflect on their actions and the consequences of their actions for others?

Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to reflect on their actions and the consequences of their actions for others. Offer feedback, encouragement and praise as needed.

©Alberta Education, Alberta, Canada

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	**20-3Y**

Strand	GC–2.6 intercultural skills
Specific Outcome	*Students will be able to:* b. explore how their perspective is shaped by a variety of factors

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Perceptions

Lead a brief discussion on the various influences students have in their lives; e.g., parents, friends, pop-culture. Divide students into small groups and present them with an appropriate issue; e.g., curfew, uniforms. In groups, students discuss their views on the issue and examine how these views are influenced by others.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- explore how their perspective is shaped by a variety of factors?

Rating Scale

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to explore how their perspective is shaped by a variety of factors (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

© Alberta Education, Alberta, Canada 2009

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–3** personal and career opportunities	**20-3Y**

Strand	GC–3.1 Italian and Italian-speaking cultures
Specific Outcome	*Students will be able to:* a. identify some careers for which knowledge of Italian is useful, and recognize that knowledge of an additional language is an asset to any career

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Careers and Languages

Brainstorm the variety of careers requiring a knowledge of Italian; e.g., flight attendant, bank manager, waiter, tourist guide, language teacher, athlete, singer, musician, model, interpreter. Discuss examples of local employment activities that could require a knowledge of Italian or an additional language.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- identify some careers for which knowledge of Italian is useful, and recognize that knowledge of an additional language is an asset to any career?

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to identify some careers for which knowledge of Italian is useful, and recognize that knowledge of an additional language is an asset to any career. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

©Alberta Education, Alberta, Canada

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–3** personal and career opportunities	**20-3Y**

Strand	GC–3.2 cultural and linguistic diversity
Specific Outcome	*Students will be able to:* a. explore careers in which knowledge of additional languages and intercultural skills can be applied

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Languages Are Good

Divide the class into five groups and assign an industry from the following list: fashion, travel, food, health, sports. Have each group brainstorm a list of jobs and careers available within that industry and then highlight how knowledge of additional languages and intercultural skills would be a benefit to each career. Have each group present their findings to the class.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- explore careers in which knowledge of additional languages and intercultural skills can be applied?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to explore careers in which knowledge of additional languages and intercultural skills can be applied (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

© Alberta Education, Alberta, Canada 2009

Strategies

Strategies	General Outcome	Cluster Heading	20-3Y
	Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**S–1** language learning	

Strand	S–1.1 cognitive
Specific Outcome	*Students will be able to:* a. identify and use a variety of cognitive strategies to enhance language learning; e.g., group together sets of things (vocabulary, structures) with similar characteristics, identify and use similarities and differences between aspects of Italian and their own language

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Verb Strategies

Give students paper strips containing verbs conjugated in the present tense. Display a chart of various verbs in their infinitive form along with a subject. Students, when called upon, place their conjugated verbs in the correct spaces on the chart; e.g.,

Pronouns	Conjugated Verb	Infinitive Verb
io	*mangio*	
tu	*canti*	
lui	*perde*	
lei	*scende*	
noi	*sentiamo*	
voi	*partite*	
loro	*mangiano*	

Io mangio. (I eat.)
Tu canti. (You sing).
Lui perde. (He goes.)
Lei scende. (She goes down.)
Noi sentiamo. (We feel.)
Voi partite. (You leave.)
Loro mangiano. (They eat.)

At the end of the activity, point to the chart and ask students to say a sentence with the verb; e.g., *Mangio: Io mangio la mela.* (Eat: I eat the apple.)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
- identify and use a variety of cognitive strategies to enhance language learning?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to identify and use a variety of cognitive strategies to enhance language learning (see sample blackline master in Appendix E: Observation Checklist).

©Alberta Education, Alberta, Canada

Strategies	General Outcome Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	Cluster Heading **S–1** language learning	20-3Y

Strand	S–1.2 metacognitive
Specific Outcome	*Students will be able to:* a. identify and use a variety of metacognitive strategies to enhance language learning; e.g., reflect on learning tasks with guidance

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Hair Products

Present a computer slide show presentation on various hair styles and hair products. Based on the presentation, ask students to invent a new hair product and explain it to the class. Insist that students make a plan in advance about how to approach the learning task. Upon completion, have the students evaluate their own performance.

Famous Interview

Have students work in pairs and compose an imaginary interview between two Italian celebrities. The dialogue should be short and simple. Have students present the interview without reading from a script. Have students rehearse or role-play the language sufficiently. Upon completion, discuss the effectiveness of this strategy for students.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

– identify and use a variety of metacognitive strategies to enhance language learning?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to identify and use a variety of metacognitive strategies to enhance language learning (see sample blackline master in Appendix E: Self-assessment Checklist).

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to identify and use a variety of metacognitive strategies to enhance language learning (see sample blackline master in Appendix E: Self-assessment Rating Scale).

© Alberta Education, Alberta, Canada 2009

Strategies	General Outcome Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	Cluster Heading **S–1** language learning	20-3Y

Strand	S–1.3 social/affective
Specific Outcome	*Students will be able to:* a. identify and use a variety of social and affective strategies to enhance language learning; e.g., engage in unfamiliar tasks and approaches with guidance

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Cooperative Work

Students work cooperatively in various activities; e.g., role-playing, board games, posters, collages, paragraph and script writing. Students note in their learning logs a variety of social and affective strategies that enhanced their learning; e.g., use social interaction skills to enhance group learning activities, seek help from others or watch others' actions and copy them.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

– identify and use a variety of social and affective strategies to enhance language learning?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to identify and use a variety of social and affective strategies to enhance language learning (see sample blackline master in Appendix E: Peer-assessment Checklist).

©Alberta Education, Alberta, Canada

Strategies	General Outcome Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	Cluster Heading **S–2** language use	20-3Y

Strand	S–2.1 interactive
Specific Outcome	*Students will be able to:* a. identify and use a variety of interactive strategies; e.g., use different techniques to maintain communication

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Situations

Students work in pairs to create a skit. Each pair is given a situation; e.g., signalling for a taxi, taking orders in a store, reporting an accident. Once students complete their skit dialogue, one student reads the dialogue and the other student mimes or gestures the skit. At the end of the activity, the students record in their learning logs the importance of nonverbal interactive strategies that can maintain communication.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- identify and use a variety of interactive strategies?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to identify and use a variety of interactive strategies (see sample blackline master in Appendix E: Observation Checklist).

Strategies	General Outcome Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	Cluster Heading **S–2** language use	20-3Y

Strand	S–2.2 interpretive
Specific Outcome	*Students will be able to:* a. identify and use a variety of interpretive strategies; e.g., seek key words and expressions, make inferences based on prior knowledge

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Let's Interpret a Song

Students listen to an Italian song. They form groups of four and are given questions to help them interpret the song. As a group, they determine the feelings and mood of the song, and identify descriptive words relating to these feelings and moods. Groups share their descriptive words and discuss the feelings and moods. As a class, discuss the importance of identifying key words as one possible interpretive strategy. Students record this interpretive strategy with others in their learning logs.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- identify and use a variety of interpretive strategies?

Rating Scale

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to identify and use a variety of interpretive strategies (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

©Alberta Education, Alberta, Canada

Strategies	General Outcome Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	Cluster Heading S–2 language use	20-3Y

Strand	S–2.3 productive
Specific Outcome	*Students will be able to:* a. identify and use a variety of productive strategies; e.g., use knowledge of sentence patterns to form new sentences

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Stories from Songs

Students listen to an Italian ballad. In groups of four, they prepare storybooks based on the ballad. They include visuals, graphics and descriptive words. Students present their storybooks based on the Italian ballad. Student groups discuss productive strategies (e.g., their use of visuals to provide detail) and take notes while listening to other groups.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- identify and use a variety of productive strategies?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to identify and use a variety of productive strategies (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

© Alberta Education, Alberta, Canada 2009

Strategies	General Outcome Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	Cluster Heading **S–3** general learning	20-3Y

Strand	S–3.1 cognitive
Specific Outcome	*Students will be able to:* a. identify and use a variety of cognitive strategies to enhance general learning; e.g., write down key words and concepts

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Categories

Read a descriptive paragraph on the fall season. Students form groups of three. Give each group a folder with 20 leaves of different colour and shape. In their groups, students categorize the leaves and group them according to common attributes; e.g., *colore rosso, vene lunghe, foglie strette, foglie larghe, piccole, grandi, ruvide, lisce* (red colour, long veins, narrow leaves, wide leaves, small, big, rough, plain). Groups read their characteristics to the class and share the cognitive strategies used, such as classifying objects and ideas according to their attributes.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- identify and use a variety of cognitive strategies to enhance general learning?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to identify and use a variety of cognitive strategies to enhance general learning (see sample blackline master in Appendix E: Peer-assessment Checklist).

©Alberta Education, Alberta, Canada

Strategies	General Outcome Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	Cluster Heading **S–3** general learning	20-3Y

Strand	S–3.2 metacognitive
Specific Outcome	*Students will be able to:* a. identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Planning

Discuss the importance of planning school work using a calendar, developing flowcharts and keeping a journal. Students select one of these planning models as a strategy that would assist them in presenting a written Italian assignment.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- identify and use a variety of metacognitive strategies to enhance general learning?

Learning Log

Students reflect on their learning and how well they were able to identify and use a variety of metacognitive strategies to enhance general learning.

© Alberta Education, Alberta, Canada 2009

Strategies	General Outcome Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	Cluster Heading **S–3** general learning	20-3Y

Strand	S–3.3 social/affective
Specific Outcome	*Students will be able to:* a. identify and use a variety of social and affective strategies to enhance general learning; e.g., take risks

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Sharing Strategy

Facilitate an atmosphere in class in which students feel comfortable discussing their learning. Ask students to think about one specific item that gives them stress in Italian class. For example, asking a question out aloud, doing self-assessment or understanding the Italian speaker on a tape. Ask students to write down their stress and submit it. Post these onto large posters and have students circulate and write down on sticky notes strategies they think would help with a given "stress." Share these strategies in a class discussion.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- identify and use a variety of social and affective strategies to enhance general learning?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to identify and use a variety of social and affective strategies to enhance general learning (see sample blackline master in Appendix E: Observation Checklist).

©Alberta Education, Alberta, Canada

Course Level Samples for 30-3Y

Applications **350**

Language Competence **376**

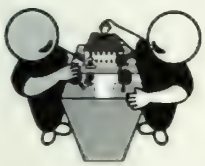
Global Citizenship **403**

Strategies **424**

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for the program of studies.

Applications



Students will use Italian in a variety of **situations** and for a variety of **purposes**.

A–1 to receive and impart information
A–2 to express emotions and personal perspectives
A–3 to get things done
A–4 to extend their knowledge of the world
A–5 for imaginative purposes and personal enjoyment
A–6 to form, maintain and change interpersonal relationships

Language Competence



Students will use Italian **effectively** and **competently**.

LC–1 attend to form
LC–2 interpret and produce oral and written texts
LC–3 apply knowledge of the sociocultural context
LC–4 apply knowledge of how the Italian language is organized, structured and sequenced

Global Citizenship



Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.

GC–1 historical and contemporary elements of Italian-speaking cultures
GC–2 affirming and valuing diversity
GC–3 personal and career opportunities

Strategies



Students will know and use various strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning
S–2 language use
S–3 general learning

© Alberta Education, Alberta, Canada 2009

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–1** to receive and impart information	30-3Y

Strand	A–1.1 share factual information
Specific Outcome	*Students will be able to:* a. provide information on several aspects of a topic; e.g., give a simple report including descriptions and comparisons

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Athletes

Show a video clip of a bicycle race of a Tour of Italy or *Giro d'Italia*. Students research and write a report on the life of one of the athletes. Provide an outline to assist students in their writing; e.g.,
Nome dell'atleta _____
(Name of athlete)
Dove e quando è nato _____
(Where and when the athlete was born)
Aspetto fisico _____
(Physical characteristics)
Caratteristiche mentali _____
(Mental aspects)
Quando ha iniziato il suo sport _____
(When did the athlete begin the career)
Quante ore al giorno si allena _____
(How may hours a day of training)
Quali sono i suoi passatempi _____
(What do they do in spare time)
Quali sono le sue soddisfazioni personali _____
(Satisfactions).

Students share their reports with the class.

Admirers

Show a film on various celebrities. Lead a discussion on people whose accomplishments students admire. Write the accomplishments on chart paper. Students identify these people's characteristics and group them according to common attributes. Students think about a time in their own lives in which they felt personally proud. *Io sono orgoglioso/a perché ... Quando io faccio del bene sono orgoglioso a perché* ... (I am proud because ... When I do good to the community I feel good because ...) Place students in small groups and have them present their personal accomplishments.

©Alberta Education, Alberta, Canada

Strand	A–1.1 share factual information
Specific Outcome	*Students will be able to:* a. provide information on several aspects of a topic; e.g., give a simple report including descriptions and comparisons

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- provide information on several aspects of a topic?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to provide information on several aspects of a topic (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Learning Log

Students reflect on their learning and how well they were able to provide information on several aspects of a topic.

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–2** to express emotions and personal perspectives	30-3Y

Strand	A–2.1 share ideas, thoughts, opinions, preferences
Specific Outcome	*Students will be able to:* a. inquire about and express reasons and preferences

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Uniforms

Display pictures of students wearing school uniforms. Brainstorm the reasons for and against wearing school uniforms. Students record their opinions on a T-Chart.

Ragioni per (reasons for)	*Ragioni contro* (reasons against)

Paragraph

Students write a paragraph on the following:
Gli studenti devono indossare le divise a scuola. Sì o no? Date la vostra opinione.
(Students must wear uniforms at school. Yes? No? Give your reasons and preferences.) Students share their paragraph with their classmates.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
- inquire about and express reasons and preferences?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to inquire about and express reasons and preferences (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to inquire about and express reasons and preferences, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–2** to express emotions and personal perspectives	30-3Y

Strand	A–2.2 share emotions, feelings
Specific Outcome	*Students will be able to:* a. inquire about and express emotions and feelings in a variety of familiar contexts

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Write a Poem

Students write poems as a response to a work of art, using a chart of emotions and corresponding faces as a guide. The piece of art could be a painting, a statue, a movie or a book. Each stanza includes a representative picture. Students present their poems in small groups. Display the poems on a creativity wall in the classroom and encourage students to ask the writer about his or her poem and the feelings and emotions he or she wrote about.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- inquire about and express emotions and feelings in a variety of familiar contexts?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to inquire about and express emotions and feelings in a variety of familiar contexts (see sample blackline master in Appendix E: Peer-assessment Checklist).

© Alberta Education, Alberta, Canada 2009

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–2** to express emotions and personal perspectives	30-3Y

Strand	A–2.2 share emotions, feelings
Specific Outcome	*Students will be able to:* b. compare the expression of emotions and feelings in a variety of informal situations

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Short Dialogues

Divide students into groups and prepare mini-skits on situations related to a family vacation (getting a passport, purchasing tickets, hotel reservations, packing, at the airport, arriving at the destination, loosing the luggage). Students prepare mini-dialogues about similar situations. Students present their mini-skits expressing appropriate emotions for each situation. For example, students could demonstrate opposite feelings about arriving at an airport; enthusiasm or exhaustion.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

– compare the expression of emotions and feelings in a variety of informal situations?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to compare the expression of emotions and feelings in a variety of informal situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–3** to get things done	30-3Y

Strand	A–3.1 guide actions of others
Specific Outcome	*Students will be able to:* a. make and respond to suggestions in a variety of situations

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Let's Go!

Post a map of a city on a bulletin board. In groups, students role-play situations about individuals new to a city. The role-plays should include asking questions for directions, making and responding to suggestions, and marking points of interest on a map.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

– make and respond to suggestions in a variety of situations?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to make and respond to suggestions in a variety of situations (see sample blackline master in Appendix E: Observation Checklist).

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–3** to get things done	30-3Y

Strand	A–3.1 guide actions of others
Specific Outcome	*Students will be able to:* b. give and respond to advice and warnings

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Dear Abby

Have students create a simple electronic message board where they post questions regarding their plans for the world of work. Students can post questions regarding certain jobs or careers, and they can offer advice and warnings regarding jobs and careers they are familiar with. Monitor the message board to ensure correct and appropriate language is being used.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- give and respond to advice and warnings?

Learning Log

Students reflect on their learning and how well they were able to give and respond to advice and warnings.

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–3** to get things done	30-3Y

Strand	A–3.1 guide actions of others
Specific Outcome	*Students will be able to:* c. encourage others to perform an action, or discourage others from a course of action

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Medical Visit

Invite a health care worker to discuss the negative effects of smoking. Students prepare questions for the speaker before the presentation. In groups, students depict the negative side of smoking on a cartoon-like poster; e.g.,

Dottore: Il fumo fa male ai polmoni, allora non fumare.
Gino: Non ci credo.
Dottore: Guarda queste immagini. Vedi i polmoni?
Gino: Sì, cosa c'è di strano?
Dottore: Sono neri come il carbone. Così diventeranno i tuoi polmoni.
Nina: Non fumare più.
Gino: Capisco ...

(Doctor (D): Smoke is bad for your lungs, so do not smoke.
Gino: I do not believe it.
D: See these pictures?
Gino: Yes, what is wrong with them?
D: They are black as coal. This is how your lungs will become.
Nina: Do not smoke any longer.
Gino: I hear you.)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- encourage others to perform an action, or discourage others from a course of action?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to encourage others to perform an action, or discourage others from a course of action (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Applications	**General Outcome** Students will use Italian in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**30-3Y**

Strand	A–3.2 state personal actions
Specific Outcome	*Students will be able to:* a. state personal actions in the past, present or future

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Family Holiday

Students write a paragraph about their first family holiday; e.g.,
Quando avevo dieci anni, sono andato in Italia per la prima volta con i miei genitori. Siamo partiti nel mese di luglio e siamo rimasti lì fino alla fine di agosto, Abbiamo visitato tante belle città. Le tre più belle per me erano Roma, Firenze e Venezia. Queste città sono incantevoli. Mi sono divertito molto. Ogni giorno andavamo alla spiaggia a nuotare. Andavamo spesso a pranzare nelle piccole trattorie e le sere facevamo delle lunghe passeggiate lungo i marciapiedi. È stata una vacanza indimenticabile.
(When I was 10 I went to Italy for the first time with my parents. We left in July and remained there till the end of August. We visited many beautiful cities. The best three cities for me were Rome, Florence and Venice. These are enchanting cities. I had lots of fun. Every day we would go to the beach to swim. We often dined in small family restaurants and we went for long walks on the sidewalks. It was an unforgettable holiday.)

Students could share their paragraphs with their classmates.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
- state personal actions in the past, present or future?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to state personal actions in the past, present or future (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

©Alberta Education, Alberta, Canada

Applications	**General Outcome** Students will use Italian in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**30-3Y**

Strand	A–3.2 state personal actions
Specific Outcome	*Students will be able to:* b. make a promise and express intention in a variety of situations

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

The Environment

Near the completion of the unit on the environment, have students collaborate to construct a collage or model representing their perspective on the present state of the environment. Then have each student write down a promise and attach it to the collage or model. Display the collage or model in the classroom and review the promises throughout the year. Promises may be added, updated or changed.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- make a promise and express intention in a variety of situations?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to make a promise and express intention in a variety of situations (see sample blackline master in Appendix E: Observation Checklist).

©Alberta Education, Alberta, Canada 2009

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–3** to get things done	30-3Y

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* a. check for agreement and understanding

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Trivia Game

Prepare an entertainment trivia game. Divide the students into small groups and give them practice time to answer the questions. After completing the trivia game practice, each group presents its answers. Encourage teammates to take turns, act appropriately and ask for clarification when necessary.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

– check for agreement and understanding?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to check for agreement and understanding, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–3** to get things done	30-3Y

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* b. express disagreement in an appropriate way

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

I Do Not Agree …

Organize students into groups of four. Each group is given cards containing statements about an issue. Students take turns reading the cards and decide if they agree or disagree with the statements; e.g., *Mi dispiace ma non sono d'accordo con* _____ (I am sorry but I do not agree with …).

Students record their opinions in a chart.

Nome: (Name:) *Data:* (Date:)

Frasi (Sentences)	*sono d'accordo* (I agree)	*non sono d'accordo* (I do not agree)	*Ragione* (Reason)

Students share their agreement and disagreement charts with their classmates.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- express disagreement in an appropriate way?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to express disagreement in an appropriate way, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

© Alberta Education, Alberta, Canada 2009

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–3** to get things done	30-3Y

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* c. express appreciation, enthusiasm, support and respect for contributions of others

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Ads

In groups, have students invent a new product and design an advertisement for it. Assign group members roles and explain the roles to the class.

As group members work together, encourage students to show respect and enthusiasm for the contributions of others.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- express appreciation, enthusiasm, support and respect for contributions of others?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to express appreciation, enthusiasm, support and respect for contributions of others (see sample blackline master in Appendix E: Observation Checklist).

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–4** to extend their knowledge of the world	30-3Y

Strand	A–4.1 discover and explore
Specific Outcome	*Students will be able to:* a. ask questions to gain knowledge and clarify understanding

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Fine Arts

Locate and provide students with a variety of contemporary and traditional music and visual art from Italy. Have each student select a piece of music or art. Inform students that they will be preparing a short digital video presentation, but will first need to conduct a brief research. Have each student prepare and submit a minimum of five questions that will guide his or her research or clarify their understanding of the piece of art.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- ask questions to gain knowledge and clarify understanding?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to ask questions to gain knowledge and clarify understanding (see sample blackline master in Appendix E: Self-assessment Rating Scale).

© Alberta Education, Alberta, Canada 2009

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–4** to extend their knowledge of the world	30-3Y

Strand	A–4.1 discover and explore
Specific Outcome	*Students will be able to:* b. explore meaning in a variety of ways; e.g., by drawing a diagram, making a model, rephrasing

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Items

Place items on a table. Students identify each item and note its characteristics. Students group items according to common attributes. Students write slogans for five of the items and read them to the class; e.g., *dentifricio – Per avere denti bianchi spazzolateli con* _____ (tooth paste – for white teeth brush with _____).

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

– explore meaning in a variety of ways?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to explore meaning in a variety of ways (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–4** to extend their knowledge of the world	30-3Y

Strand	A–4.2 gather and organize information
Specific Outcome	*Students will be able to:* a. gather information from a variety of resources

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Podcasting

Compile a short list of relevant, contemporary and appropriate social issues. Divide the class into small groups and have each group select an issue from the list. Students will research the issue and then prepare an informative report for a class podcast. Have the students gather information from newspapers, magazine articles, podcasts and reputable Web sites. Student groups then compile their podcasts and examine the variety of resources used.

Caution: Students should be monitored when they use the Internet.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- gather information from a variety of resources?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to gather information from a variety of resources (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–4** to extend their knowledge of the world	30-3Y

Strand	A–4.2 gather and organize information
Specific Outcome	*Students will be able to:* b. organize and manipulate information; e.g., transform information from texts into other forms, such as tables, diagrams, story maps, flowcharts

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Write Your Own Story

In the same groups formed for the short stories activity, students write their own versions of their short stories. Students decide on specific roles. One identifies the time and location, another the characters, another describes the characters and another writes the climax. As a group they put their information into a story map and write a final draft, giving it a new title.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- organize and manipulate information?

Rating Scale

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to organize and manipulate information (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–4** to extend their knowledge of the world	30-3Y

Strand	A–4.3 solve problems
Specific Outcome	*Students will be able to:* a. describe and analyze a problem, then propose a variety of solutions

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Lend Me the Car

In groups of four, students discuss borrowing the family car from reluctant parents. In their groups, the students are to identify the problem, and generate and assess solutions to the problem.

Students present a short skit to their classmates based on their discussion.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- describe and analyze a problem, then propose a variety of solutions?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to describe and analyze a problem, then propose a variety of solutions (see sample blackline master in Appendix E: Peer-assessment Checklist).

© Alberta Education, Alberta, Canada 2009

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–4** to extend their knowledge of the world	30-3Y

Strand	A–4.3 solve problems
Specific Outcome	*Students will be able to:* b. generate and evaluate alternative solutions to problems

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Curfew

Provide students with scenarios for determining the curfew for a senior high school sports team during an out-of-town tournament. Using Italian, students brainstorm possible alternatives. Assign individuals to record responses on chart paper. Students work in groups to categorize and rank the responses according to attributes, plausibility and effectiveness.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- generate and assess alternative solutions to problems?

Rating Scale

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to generate and assess alternative solutions to problems (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

© Alberta Education, Alberta, Canada

Applications	**General Outcome** Students will use Italian in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to extend their knowledge of the world	**30-3Y**

Strand	A–4.4 explore opinions and values
Specific Outcome	*Students will be able to:* a. explore how values influence behaviour; e.g., describe characters and their motivations in a story

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Roman Myths

Briefly present a Roman myth to students and analyze characters' motivations and the role values played; e.g., the story of Cupid and Psyche. Have students examine how the values the characters held influenced their behaviour and identify any contemporary equivalents. Divide students into groups and provide each group with another Roman myth to read and analyze. Lead a brief summary of the myths.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- explore how values influence behaviour?

Learning Log

Students reflect on their learning and how well they were able to explore how values influence behaviour.

© Alberta Education, Alberta, Canada 2009

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–4** to extend their knowledge of the world	30-3Y

Strand	A–4.4 explore opinions and values
Specific Outcome	*Students will be able to:* b. provide reasons for their position on an issue

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

My Point of View

Compile a short list of issues that senior high school students might relate to; e.g., should recycling be mandatory, or should the legal driving age be 18 or 21? Divide the class into four groups and have two groups examine the "for" and "against" of one issue, and the other two groups debate another issue. Provide students with helpful words and expressions for expressing one's position on an issue. Encourage students to reflect on their position on the issue. Lead a class discussion and summary of what students think.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- provide reasons for their position on an issue?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to provide reasons for their position on an issue (see sample blackline master in Appendix E: Peer-assessment Checklist).

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–5** for imaginative purposes and personal enjoyment	30-3Y

Strand	A–5.1 humour/fun
Specific Outcome	*Students will be able to:* a. use Italian for fun and to interpret and express humour; e.g., interpret figures of speech literally, using illustrations or short skits

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Comics

On the overhead, project various comic strips and read them to the class. Discuss the meaning and humour expressed in each comic strip. Form groups and provide each group with comic strips with the conversation in the bubbles erased. Groups complete the comic strips and present them to the class.

Complete the Song

Provide students with part of the lyrics of a song. Each student finds the other part by checking with classmates. When students have found their partners, they sing or read the song, or create a song of their own to be sung or read to the class.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- use Italian for fun and to interpret and express humour?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to use Italian for fun and to interpret and express humour (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Learning Log

Students reflect on their learning and how well they were able to use Italian for fun and to interpret and express humour.

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–5** for imaginative purposes and personal enjoyment	30-3Y

Strand	A–5.2 creative/aesthetic purposes
Specific Outcome	*Students will be able to:* a. use Italian creatively and for aesthetic purposes; e.g., create travel brochures, advertisements

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Commercials

Show video clips of different products being advertised. Discuss techniques of advertising. Form groups and ask them to present a television commercial for a product of their choice. Provide each group with chart paper, wooden dowels, magazines, pictures, tape and glue. Students prepare a sequence of events by pasting pictures in a series that are rolled in the dowels. Groups present their advertisements to the class.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

– use Italian creatively and for aesthetic purposes?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use Italian creatively and for aesthetic purposes (see sample blackline master in Appendix E: Peer-assessment Checklist).

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–5** for imaginative purposes and personal enjoyment	30-3Y

Strand	A–5.3 personal enjoyment
Specific Outcome	*Students will be able to:* a. use Italian for personal enjoyment; e.g., exchange letters with, or e-mail, a pen pal

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Read the Newspaper

Provide Italian newspapers or magazines and allow students to read them individually or in small groups during class time. In groups, students create their own newspapers or magazines. They provide the name and categories (entertainment, news stories, music, fashion, sports, travel, weather). Students post sections of their newspapers around the classroom for display, discussion and sharing.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- use Italian for personal enjoyment?

Learning Log

Students reflect on their learning and how well they were able to use Italian for personal enjoyment.

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–6** to form, maintain and change interpersonal relationships	30-3Y

Strand	A–6.1 manage personal relationships
Specific Outcome	*Students will be able to:* a. initiate and participate in casual exchanges with classmates

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Greetings and Introductions

At the beginning of class, have students initiate a brief, casual conversation with at least two other classmates. Conversations should include a greeting, an introduction (if necessary), *Come stai*? (How are you?), brief "small talk," and an informal farewell, *ciao*.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

– initiate and participate in casual exchanges with classmates?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to initiate and participate in casual exchanges with classmates (see sample blackline master in Appendix E: Peer-assessment Checklist).

©Alberta Education, Alberta, Canada

Applications	General Outcome Students will use Italian in a variety of **situations** and for a variety of **purposes**.	Cluster Heading **A–6** to form, maintain and change interpersonal relationships	30-3Y

Strand	A–6.1 manage personal relationships
Specific Outcome	*Students will be able to:* b. use routine means of interpersonal communications; e.g., telephone calls, personal notes, e-mail messages

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Messages

Provide students with the opportunity to write messages to students from different schools who are studying Italian. Students prepare profiles of themselves, including their name, age, grade, physical and personal traits, hobbies and future goals. Students continue the contact throughout the course.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- use routine means of interpersonal communications?

Learning Log

Students reflect on their learning and how well they were able to use routine means of interpersonal communications.

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–1** attend to form	30-3Y

Strand	LC–1.1 phonology
Specific Outcome	*Students will be able to:* a. pronounce unfamiliar words

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Listen to the Words

Read excerpts from Italian magazines. Ask students to pay attention to the sounds of unfamiliar words and repeat them in a sentence structure. Students write the new words in their notebooks, noting those unfamiliar words.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

– pronounce unfamiliar words?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to pronounce unfamiliar words (see sample blackline master in Appendix E: Observation Checklist).

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–1** attend to form	30-3Y

Strand	LC–1.1 phonology
Specific Outcome	*Students will be able to:* b. identify and reproduce sound distinctions that are important for meaning

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Pay Attention

Read excerpts from Italian recipes and ask the students to pay attention to specific sounds; e.g.,

- *gn (gnocchi)* (gnocchi)
- *gh (spaghetti)* (spaghetti)
- *gli (sogliola)* (sole)
- *ccia (focaccia)* (focaccia bread).

Students are asked to repeat the words they hear and circle them from a set provided.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- identify and reproduce sound distinctions that are important for meaning?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to identify and reproduce sound distinctions that are important for meaning (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–1** attend to form	30-3Y

Strand	LC–1.2 orthography
Specific Outcome	*Students will be able to:* a. apply some common spelling rules

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Word Designs

Prepare sets of cards with a variety of words, phrases and sentences. In groups, students identify certain patterns to the spelling of words; e.g., *io compro due chili di formaggio e tre pagnotte* (I buy two kilos of cheese and three loaves of bread). Students look at patterns such as *chi, gio, gn, tte*. The students prepare crossword puzzles with their cards and exchange them with other groups.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
- apply some common spelling rules?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to apply some common spelling rules (see sample blackline master in Appendix E: Peer-assessment Checklist).

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–1** attend to form	30-3Y

Strand	LC–1.2 orthography
Specific Outcome	*Students will be able to:* b. use basic spelling patterns consistently in writing familiar words and phrases

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Rules of Writing

Hand out various written texts; e.g., a letter to a relative, a paragraph describing the seasons. Explain the use of capitalization and punctuation.

22 dicembre 2007 – (December 22, 2007)
Caro cugino, (Dear cousin,)
Sono contenta che tu venga in Canada per le feste natalizie. Noi ti aspettiamo con ansia. Fammi sapere il numero del volo dell'aereo e io verrò all'aeroporto a prenderti.
Saluti,
Anna

(I am happy that you are coming to Canada for the Christmas holidays. We are looking forward to seeing you. Let me know your flight number and I can come and pick you up at the airport.
Greetings,
Anna)

Questa è una bella stagione. In estate fa molto caldo e i giovani vanno spesso al mare. Ogni lunedì, da giugno ad ottobre, c'è anche il mercato all'aperto e mia madre compra del pesce e della verdura fresca.

(This is a nice season. In the summer it gets really hot and young people often go to the beach. Every Monday, from June to October, there is an open market and my mother buys fish and fresh fruit.)

Reinforce that seasons, days of the week and months of the year are not capitalized in Italian unless if they begin a sentence. Students discuss and note basic spelling and capitalization rules in their notebooks.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
- use basic spelling patterns consistently in writing familiar words and phrases?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to use basic spelling patterns consistently in writing familiar words and phrases (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–1** attend to form	30-3Y

Strand	LC–1.3 lexicon
Specific Outcome	*Students will be able to:* a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • arts, entertainment and literature • the world of work • technology • the environment • social issues • any other lexical fields that meet their needs and interests

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Guessing Game

Invite a student to the front of the class and have him or her sit in a chair facing away from the board. Write a theme on the board, e.g., technology, and ask the rest of the students to provide words and phrases related to the theme. Once the student in the chair guesses the theme correctly, another student switches places and another theme is chosen.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

– use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–1** attend to form	30-3Y

Strand	LC–1.3 lexicon
Specific Outcome	*Students will be able to:* b. recognize that one word may have multiple meanings, depending on the context, and that various words and expressions may express the same idea

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Homonyms

Present students with Italian words whose meanings change when the article is changed; e.g., *il capitale* (capital wealth) versus *la capitale* (capital city). Have students record such words in a special section in their notes. Then, divide students into small groups and have a competition to see which group can come up with the most number of ways to express an idea; e.g., *Ti amo, gradisco voi di più e più.* (I love you.)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- recognize that one word may have multiple meanings, depending on the context, and that various words and expressions may express the same idea?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to recognize that one word may have multiple meanings, depending on the context, and that various words and expressions may express the same idea (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

© Alberta Education, Alberta, Canada 2009

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–1** attend to form	30-3Y

Strand	LC–1.4 grammatical elements
Specific Outcome	*Students will be able to:* c. use, independently and consistently,★ the following grammatical elements: ***Nouns:*** – collective; e.g., *gregge* – abstract; e.g., *virtù, amore* – compound; e.g., *capolavoro* ***Pronouns:*** – indirect object: *le, gli, loro* – double object: *me lo, te lo, glielo, ce lo, ve lo, lo* (verb) *loro* – possessive; e.g., *il mio, il tuo, il suo* ***Verbs:*** – present perfect of verbs in *-are, -ere, -ire* – imperfect of verbs in *-are, -ere, -ire* – present tense of modal verbs: *volere, potere, dovere* – present conditional of verbs in *-are, -ere, -ire* ***Adjectives:*** – absolute superlative; e.g., *molto alto, altissimo* – irregular superlative; e.g., *ottimo, pessimo, maggiore, minore* – relative superlative: *il più* (adjective) *di, la più* (adjective) *di* ***Adverbs:*** – of time: *durante, mentre, ora* – absolute superlative: *benissimo, malissimo, moltissimo, pochissimo* – adjective with *-mente*; e.g., *lentamente, facilmente, caramente* ***Prepositions:*** – simple: *di, a, da, in, con, su, per, tra, fra* – compound; e.g., *del, dello, dell', della, dei, degli, delle* ***Conjunctions:*** – *però* ***Negative Expressions:*** – e.g., *non* (verb) *più* *non* (verb) *ancora* *non* (verb) *mai* *non* (verb) *niente*

★ Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

©Alberta Education, Alberta, Canada

Strand	LC–1.4 grammatical elements
Specific Outcome	*Students will be able to:* c. use, independently and consistently,* the [given] grammatical elements

* Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Verbs

Introduce the lesson with flash cards, dialogues and short readings using verbs in different tenses, and the prepositions *a* and *in* with countries, cities and towns. Model different situations; e.g.,
Oggi vado a Milano con il treno. Ieri sono andato a Calgary con l'autobus. L'anno prossimo andrò a Parigi per visitare mia zia. Quando vado in Italia, visiterò la Fontana di Trevi. L'anno scorso sono andato in Messico per due mesi. Fra due anni andrò in Giappone perchè voglio imparare il giapponese.
(Today I go to Milan by train. Yesterday I went to Calgary by bus. Next year I will go to Paris to visit my aunt. When I go to Italy I shall visit the Trevi fountain. Last year I went to Mexico for two months. In two years I will go to Japan as I want to learn Japanese.)

Students repeat phrases and substitute different locations as the lesson progresses.

Linking Words

Distribute sentence strips to students. Students link them in order, using *dopo, allora, prima* (after, then, before than) or conjunctions they have already learned. Students use the prepositions *a* and *in* with locations.

A Trip

Have students assemble a slide show of photographs using a Web site like Fliks. Inform students that they must also prepare a commentary of the slide show and focus on a particular grammatical element. For example, students could write on a trip they took out of Edmonton, focusing on the past tense and using the prepositions *a* and *in*. Have students present their slide show.

Caution: Students should be monitored when they use the Internet.

Strand	LC–1.4 lexicon
Specific Outcome	*Students will be able to:* c. use, independently and consistently,★ the [given] grammatical elements

★ Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
- use, independently and consistently, the [given] grammatical elements?

Observation Checklist
Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to use, independently and consistently, the given grammatical elements (see sample blackline master in Appendix E: Observation Checklist).

Anecdotal Notes
Observe students as they participate in the activity. Note the extent to which students are able to use, independently and consistently, the given grammatical elements, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Rubric
Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to use, independently and consistently, the given grammatical elements (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–2** interpret and produce oral and written texts	30-3Y

Strand	LC–2.1 aural interpretation
Specific Outcome	*Students will be able to:* a. understand short oral texts on unfamiliar topics from a variety of media in guided situations

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

In the Kitchen

Present a short segment from an Italian cooking show to students and have them listen for key pieces of information; e.g., ingredients, cooking utensils. Re-play the segment and discuss the presentation with students. Note the key information students heard and address any difficulties in oral interpretation.

Attractions

Post pictures of various famous tourist attractions from around the world. Number each picture. Describe each location without indicating which one it is. Students guess which location corresponds to the description and respond in complete sentences; e.g., *La descrizione del numero due è la Torre di Pisa. La descrizione del numero sei è la Grande Muraglia cinese.* (Description number two is the Tower of Pisa. Description number six is the Great Wall of China.)

Travelling Poem

Based on one of the destinations identified in previous tasks, students compose a short, simple poem of any structure; e.g., haiku, acrostic. Upon completion, students circulate through the class and read their poems to classmates. Classmates listen and then discuss the poems.

©Alberta Education, Alberta, Canada 2009

Strand	LC–2.1 aural interpretation
Specific Outcome	*Students will be able to:* a. understand short oral texts on unfamiliar topics from a variety of media in guided situations

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
- understand short oral texts on unfamiliar topics from a variety of media in guided situations?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to understand short oral texts on unfamiliar topics from a variety of media in guided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to understand short oral texts on unfamiliar topics from a variety of media in guided situations. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to understand short oral texts on unfamiliar topics from a variety of media in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–2** interpret and produce oral and written texts	30-3Y

Strand	LC–2.2 written interpretation
Specific Outcome	*Students will be able to:* a. understand short written texts on unfamiliar topics from a variety of media in guided situations

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Reading Comprehension

Assemble a collection of short written texts from a variety of sources; e.g., a movie review, a completed job application form, an instruction manual for a television, a flyer for a social justice rally. Throughout the year, present groups of students with a sample from the collection and guide students through the text. Address any issues with vocabulary and check for comprehension.

Schedules

Provide students with a schedule of the performances of an entertainer. It includes the location, day, month and time of performances. Students use the schedule to answer questions; e.g., *Dove canta il cantante, sabato sei maggio? Dove si troverà il cantante venerdì, due agosto?* (Where does the singer perform on Saturday, May 6? Where will he be on Friday, August 2?)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- understand short written texts on unfamiliar topics from a variety of media in guided situations?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to understand short written texts on unfamiliar topics from a variety of media in guided situations, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to understand short written texts on unfamiliar topics from a variety of media in guided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

© Alberta Education, Alberta, Canada 2009

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–2** interpret and produce oral and written texts	30-3Y

Strand	LC–2.3 visual interpretation
Specific Outcome	*Students will be able to:* a. derive meaning from the visual elements of a variety of media

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Italian Art

Assemble a collection of replicas of famous pieces of Italian art; e.g., a statue, a painting, a piece of architecture. Divide students into groups and provide each group with a replica. Have groups analyze the piece and agree on its meaning. After a sufficient amount of time, have groups exchange pieces and re-do the process.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

– derive meaning from the visual elements of a variety of media?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to derive meaning from the visual elements of a variety of media (see sample blackline master in Appendix E: Peer-assessment Checklist).

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–2** interpret and produce oral and written texts	30-3Y

Strand	LC–2.4 oral production
Specific Outcome	*Students will be able to:* a. produce short oral texts in guided and unguided situations

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Constructing a Fable

Provide students with the first and last line of a fairy tale, fable or song. Divide students into pairs. Read out the first line and select a group to come up with the following line. The next group recites the first line, the new second line, and adds a third line. Continue the process until all groups have contributed to the fable.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- produce short oral texts in guided and unguided situations?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to produce short oral texts in guided and unguided situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

©Alberta Education, Alberta, Canada 2009

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–2** interpret and produce oral and written texts	30-3Y

Strand	LC–2.5 interactive fluency
Specific Outcome	*Students will be able to:* a. manage short interactions in familiar situations, with pauses for planning and repair

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Theatre Sports

Compile a list of situations students are familiar with (e.g., dance, job, sporting event) and a list of unexpected elements (e.g., no money, rain, car problems). Divide the class into small groups and invite one group to the front of the class. The class selects a familiar situation and the group improvises a skit. Stop the skit midway and have the class add an unexpected element. Allow time for planning and then have students finish the skit. Ensure that all students have a chance to perform.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- manage short interactions in familiar situations, with pauses for planning and repair?

Rating Scale

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to manage short interactions in familiar situations, with pauses for planning and repair (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–2** interpret and produce oral and written texts	30-3Y

Strand	LC–2.6 written production
Specific Outcome	*Students will be able to:* a. produce short written texts in guided and unguided situations

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Parts of the Story

Read a short story or an excerpt from a longer piece of writing to the class and ask students to note the main character(s), setting and time when the main event takes place. Review the names of these parts of the story. In groups, students rewrite the short story in the form of an interview, comic strip or brochure. Remind students that the text is to be short, and to be creative in their writing.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- produce short written texts in guided and unguided situations?

Rating Scale

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to produce short written texts in guided and unguided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

© Alberta Education, Alberta, Canada 2009

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–2** interpret and produce oral and written texts	30-3Y

Strand	LC–2.7 representation
Specific Outcome	*Students will be able to:* a. express meaning through the use of multiple visual elements in a variety of media

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Presentations

Assign groups a topic. Topics could include a fashion show, sporting event or safe grad. Students are given time to work on the topic and present their work in an electronic slide show presentation or video. Students design posters and banners to showcase their presentations and invite students from other Italian classes to view them. Teachers may arrange for students to present their work at other schools that teach Italian (especially to students in junior high).

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- express meaning through the use of multiple visual elements in a variety of media?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to express meaning through the use of multiple visual elements in a variety of media (see sample blackline master in Appendix E: Observation Checklist).

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–3** apply knowledge of the sociocultural context	30-3Y

Strand	LC–3.1 register
Specific Outcome	*Students will be able to:* a. explore formal and informal uses of language in a variety of contexts

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Language-use Situations

Discuss different situations where formal and informal language is used. Students work in pairs to create dialogues for formal and informal situations; e.g., a citizen is speaking with the mayor, two friends discuss a concert they plan to see. In their dialogues, students consider the formal register, e.g., *Lei, Voi, Loro* (you sir, you madam), and informal register, e.g., *tu* (you).

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- explore formal and informal uses of language in a variety of contexts?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to explore formal and informal uses of language in a variety of contexts (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–3** apply knowledge of the sociocultural context	30-3Y

Strand	LC–3.2 idiomatic expressions
Specific Outcome	*Students will be able to:* a. use learned idiomatic expressions appropriately in a variety of situations

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Idioms

On a regular basis, provide students with a commonly used idiomatic expression. Give examples of contexts in which the expression can be used. Then have them write a short dialogue for each expression in their own context; e.g., *Aveva paura. Quando Marco andava al campeggio con la sua famiglia aveva sempre paura degli orsi.* (To be scared. When Marco was going camping with the family he would be scared of the bears.)

Have students record these dialogues in a special section in their notes. Encourage students to use the expressions whenever appropriate.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- use learned idiomatic expressions appropriately in a variety of situations?

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to use learned idiomatic expressions appropriately in a variety of situations. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

©Alberta Education, Alberta, Canada

Language Competence	**General Outcome** Students will use Italian **effectively** and **competently**.	**Cluster Heading** **LC–3** apply knowledge of the sociocultural context	**30-3Y**

Strand	LC–3.3 variations in language
Specific Outcome	*Students will be able to:* a. adopt some variations in language; e.g., regional, age-related, gender, social class, accent

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Brochures

Locate and compile a collection of Italian brochures dealing with entertainment. Divide students into groups and provide each group with a brochure. Have them examine the language of the brochure and determine the age of the intended audience. Then have them adapt parts of the brochure so that the language reflects a younger/older audience. Revisit this activity throughout the year and vary the variations in language.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- adopt some variations in language?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to adopt some variations in language (see sample blackline master in Appendix E: Self-assessment Rating Scale).

© Alberta Education, Alberta, Canada 2009

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–3** apply knowledge of the sociocultural context	30-3Y

Strand	LC–3.4 social conventions
Specific Outcome	*Students will be able to:* a. explore and use a variety of social conventions

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Mini-dialogues

Students write mini-dialogues of social situations and act out the scenarios in pairs or small groups, using appropriate social conventions.

Complete the Dialogues

Prepare short open-ended dialogues that mark the beginning of different types of social encounters. Students complete the dialogues in an appropriate manner.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

– explore and use a variety of social conventions?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to explore and use a variety of social conventions (see sample blackline master in Appendix E: Peer-assessment Checklist).

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to explore and use a variety of social conventions. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–3** apply knowledge of the sociocultural context	30-3Y

Strand	LC–3.5 nonverbal communication
Specific Outcome	*Students will be able to:* a. use a variety of forms of nonverbal communication appropriately

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Nonverbal Behaviours

Explain and model a variety of nonverbal behaviours for various situations; e.g., nodding to indicate yes, finger on the cheek to indicate something tastes good, touching underneath the chin to indicate disapproval. Give students flash cards of simple scenarios to act out. In acting them out, students use the nonverbal behaviours appropriate to Italian. Students view a film, note the various nonverbal behaviours used and provide the appropriate meaning.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- use a variety of forms of nonverbal communication appropriately?

Learning Log

Students reflect on their learning and how well they were able to use a variety of forms of nonverbal communication appropriately.

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–4** apply knowledge of how the Italian language is organized, structured and sequenced	30-3Y

Strand	LC–4.1 cohesion/coherence
Specific Outcome	*Students will be able to:* a. link simple texts coherently

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Business Letters

Provide students with sample business letters. Point out the structure of the letters and highlight the ways sentences and paragraphs are linked; e.g., conjunctions and transitional devices. Give students an ad from a newspaper for a job and have students write a letter applying for the job.

- *Data, indirizzo e saluto*
  (date, address, proper greeting)
- *Introduzione*
  (introduction)
- *Esperienze lavorative*
  (experiences)
- *Qualificazioni*
  (qualifications)
- *Istruzione*
  (education)
- *Referenze*
  (references)
- *Frase conclusiva*
  (concluding sentence)
- *Saluto*
  (closing salutations)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- link simple texts coherently?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to link simple texts coherently (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–4** apply knowledge of how the Italian language is organized, structured and sequenced	30-3Y

Strand	LC–4.1 cohesion/coherence
Specific Outcome	*Students will be able to:* b. organize texts to indicate steps in a procedure or directions to follow

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

How to Build a Web Site

Locate a text in Italian that explains how to build a Web site. Cut the text into paragraphs. Divide students into groups and give each student a paragraph. Have groups read and understand their paragraphs and then collaborate with other groups to determine the correct procedure to follow. Provide a complete version of the text and let students assess their success.

Caution: Students should be monitored when they use the Internet.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- organize texts to indicate steps in a procedure or directions to follow?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to organize texts to indicate steps in a procedure or directions to follow (see sample blackline master in Appendix E: Peer-assessment Checklist).

© Alberta Education, Alberta, Canada 2009

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–4** apply knowledge of how the Italian language is organized, structured and sequenced	30-3Y

Strand	LC–4.2 text forms
Specific Outcome	*Students will be able to:* a. recognize different text forms delivered through a variety of media; e.g., videotaped instructions, reports with visuals

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Text Forms

Provide students with various examples of oral and print text forms. Then, organize students into pairs and have them examine an instructional video; e.g., weight training, how to build a house, how to take a golf swing with a driver. Students analyze the structure, content and vocabulary of the video. Finally, using a medium of their choice, students teach the activity from the video to the class.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- recognize different text forms delivered through a variety of media?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize different text forms delivered through a variety of media, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

©Alberta Education, Alberta, Canada

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–4** apply knowledge of how the Italian language is organized, structured and sequenced	30-3Y

Strand	LC–4.2 text forms
Specific Outcome	*Students will be able to:* b. analyze and identify the organizational structure of a variety of text forms; e.g., folk tales, newspaper articles, instructions for a game

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

The Story

Divide students into groups and ask them to complete a storyboard of a short story read in class. The storyboard should include, in sequence, at least five events from the story. Students choose drawings or collages to present their storyboards.

Revisit this activity throughout the year and vary the text form.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- analyze and identify the organizational structure of a variety of text forms?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to analyze and identify the organizational structure of a variety of text forms (see sample blackline master in Appendix E: Peer-assessment Checklist).

Language Competence	General Outcome Students will use Italian **effectively** and **competently**.	Cluster Heading **LC–4** apply knowledge of how the Italian language is organized, structured and sequenced	30-3Y

Strand	LC–4.3 patterns of social interaction
Specific Outcome	*Students will be able to:* a. use complex social interaction patterns; e.g., *Mi scusi, potrebbe dirmi …*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Transactions

Students view video clips of transactions; e.g., in a bank, in a department store, asking for directions, boarding an airplane. After watching the videos, review the structures and vocabulary used in the transactions. Students work in pairs and, without preparation, engage in impromptu conversations.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

– use complex social interaction patterns?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use complex social interaction patterns, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

©Alberta Education, Alberta, Canada

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of Italian-speaking cultures	30-3Y

Strand	GC–1.1 accessing/analyzing cultural knowledge of the Italian-speaking world
Specific Outcome	*Students will be able to:* a. formulate questions in Italian about elements of Italian cultures; e.g., patterns of behaviour or interaction typical of people their own age

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Questions

Show videos of Italian youth at school, cafes, parks, restaurants, sports events. Note their clothing, hairstyles and type of music they appreciate. Ask students to come up with questions they would like to ask an Italian student.

- *Quanti anni hai?* (How old are you?)
- *Che classe frequenti?* (What class do you attend?)
- *Che cosa studi a scuola?* (What do you study at school?)
- *Quale sport ti piace e pratichi?* (Which sport do you play?)
- *Cosa fai per divertirti con i tuoi amici?* (How do you spend your time with friends?)
- *Quale musica preferisci?* (What music do you prefer?)

In groups of three, students role-play the conversations. Two people speak and the third takes notes and paraphrases the conversation.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- formulate questions in Italian about elements of Italian cultures?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to formulate questions in Italian about elements of Italian cultures (see sample blackline master in Appendix E: Peer-assessment Checklist).

© Alberta Education, Alberta, Canada 2009

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of Italian-speaking cultures	**30-3Y**

Strand	GC–1.1 accessing/analyzing cultural knowledge of the Italian-speaking world
Specific Outcome	*Students will be able to:* b. use basic research skills to find out about Italian cultures

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Cultural Research

Lead a brief review of how to effectively conduct research. Discuss authentic and dependable resources and how to guide research. From a list of famous Italian art, entertainment and literature, students select an item and conduct research for a presentation. Part of the presentation will include a description of the basic research skills used.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

– use basic research skills to find out about Italian cultures?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to use basic research skills to find out about Italian cultures (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

©Alberta Education, Alberta, Canada

Global Citizenship	General Outcome Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	Cluster Heading **GC–1** historical and contemporary elements of Italian-speaking cultures	30-3Y

Strand	GC–1.1 accessing/analyzing cultural knowledge of the Italian-speaking world
Specific Outcome	*Students will be able to:* c. explore and identify some elements of Italian cultures; e.g., key historical events and their influence on contemporary ways of life and cultural values

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Research

Students use a variety of resources, such as the Internet and history books, to identify historical events that have influenced contemporary ways of life and cultural values; e.g., *Giovanni Caboto* in Newfoundland in 1497–1498. Students compile their work on a wiki and update and add to it throughout the year.

Caution: Students should be monitored when they use the Internet.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- explore and identify some elements of Italian cultures?

Rating Scale

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to explore and identify some elements of Italian cultures (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of Italian-speaking cultures	**30-3Y**

Strand	GC–1.2 applying cultural knowledge
Specific Outcome	*Students will be able to:* a. apply knowledge of Italian cultures in interactions with people and texts

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Italian Class Visit

Plan and organize a class trip to another site where Italian is taught. Have students participate in "ice breaking" activities and fluency activities. Encourage students to apply knowledge of Italian cultures when they interact with one another.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- apply knowledge of Italian cultures in interactions with people and texts?

Learning Log

Students reflect on their learning and how well they were able to apply knowledge of Italian cultures in interactions with people and texts.

©Alberta Education, Alberta, Canada

Global Citizenship	General Outcome Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	Cluster Heading **GC–1** historical and contemporary elements of Italian-speaking cultures	30-3Y

Strand	GC–1.2 applying cultural knowledge
Specific Outcome	*Students will be able to:* b. interpret cultural behaviour that is different from their own

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Wedding

Show a video of an Italian wedding. In groups, students write a script for a digital video about a wedding ceremony and present it to the class. Students choose various roles, such as the bride, groom, parents and priest. Students could present their videos during a schoolwide cultural event.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- interpret cultural behaviour that is different from their own?

Learning Log

Students reflect on their learning and how well they were able to interpret cultural behaviour that is different from their own.

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of Italian-speaking cultures	**30-3Y**

Strand	GC–1.3 diversity within Italian-speaking cultures
Specific Outcome	*Students will be able to:* a. apply knowledge of diverse elements of Italian cultures

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Regions

Project a map of Italy on the overhead projector. Identify areas of interests and discuss the various regions of Italy. Give students a calendar from a region of Italy. Students examine it and identify pertinent information, such as holidays, patron saint, festivals and celebrations. If possible, arrange for a community member from one of the regions to speak to the class.

Italian Regions

Divide the class in groups and assign each group one of the 20 regions of Italy. Groups make a tourist video for that region. The video could include:

- *cartina d'italia* (map of Italy)
- *cartina della regione* (map of the region)
- *città e paesi da visitare* (cities and towns to visit)
- *celebrazioni speciali* (special celebrations)
- *clima* (climate)
- *feste* (festivals)
- *attività sportive* (sporting activities)
- *abbigliamento* (clothing)
- *cibo* (food).

Show the videos in class.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- apply knowledge of diverse elements of Italian cultures?

Rating Scale

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to apply knowledge of diverse elements of Italian cultures (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to apply knowledge of diverse elements of Italian cultures (see sample blackline master in Appendix E: Self-assessment Rating Scale).

©Alberta Education, Alberta, Canada

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of Italian-speaking cultures	**30-3Y**

Strand	GC–1.4 valuing Italian-speaking cultures
Specific Outcome	*Students will be able to:* a. express empathy for those whose cultural behaviour is different from their own

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Costumes and Regions

Lead a brief discussion on the meaning of the word "empathy" and how it differs from "sympathy" and "tolerance." Then provide students with pictures of people from various regions of Italy dressed or behaving differently than here. In groups, students identify reasons why some people like a certain way of dress. Students are to reflect the cultural behaviour on a Venn diagram.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- express empathy for those whose cultural behaviour is different from their own?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to express empathy for those whose cultural behaviour is different from their own (see sample blackline master in Appendix E: Peer-assessment Checklist).

© Alberta Education, Alberta, Canada 2009

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of Italian-speaking cultures	30-3Y

Strand	GC–1.4 valuing Italian-speaking cultures
Specific Outcome	*Students will be able to:* b. participate in and contribute to activities and experiences that reflect Italian cultures

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Field Trip

Students plan a field trip that involves an element of the Italian culture; e.g., an Italian movie, a play, a meal in a restaurant where the server speaks Italian, a cultural event put on by the Italian community. After creating their plan they present it to the class for consideration. Have students examine the plans and then decide on one. Lead the organization of the trip. Once there, encourage students to actively participate in and contribute to the trip.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- participate in and contribute to activities and experiences that reflect Italian cultures?

Learning Log

Students reflect on their learning and how well they were able to participate in and contribute to activities and experiences that reflect Italian cultures.

©Alberta Education, Alberta, Canada

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	**30-3Y**

Strand	GC–2.1 awareness of first language
Specific Outcome	*Students will be able to:* a. identify ways in which their first language and Italian are similar and different

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Similarities and Differences

Select an excerpt from a piece of Italian literature and locate a credible English translation. Divide students into groups and provide each group with both versions of the excerpt. Have groups compare and contrast the two excerpts and compile a list of similarities and differences on a T-chart. For example, Italian nouns are either masculine or feminine, English plural forms generally end in "s."

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- identify ways in which their first language and Italian are similar and different?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to identify ways in which their first language and Italian are similar and different (see sample blackline master in Appendix E: Self-assessment Rating Scale).

©Alberta Education, Alberta, Canada 2009

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	**30-3Y**

Strand	GC–2.2 general language knowledge
Specific Outcome	*Students will be able to:* a. identify how and why languages borrow from one another

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Linguistic Family Tree

Display a family tree of Indo-European languages and guide students through an examination of what languages are related, in what countries those languages are spoken, and where those countries are geographically located. Have students reflect on reasons for the borrowing of words across languages. Examine contemporary words like "e-mail" or "politically correct" and see what equivalents in other languages are.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- identify how and why languages borrow from one another?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to identify how and why languages borrow from one another (see sample blackline master in Appendix E: Self-assessment Rating Scale).

©Alberta Education, Alberta, Canada

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	**30-3Y**

Strand	GC–2.2 general language knowledge
Specific Outcome	*Students will be able to:* b. recognize that languages evolve and adapt over time

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Teams

Find excerpts of Italian soccer games from previous decades that use words and expressions that are no longer popular. Have students view the games and pick out words from the English language.
For example:

- *Il giocatore italiano era in fuorigioco.* (The Italian player was offside.)
- *La squadra del Milan deve fare* pressing *per vincere.* (The Milan team has to do the pressing to win.)
- *I tifosi della squadra italiana sono tristi perchè la loro squadra sta perdendo.* (The fans of the Italian team are sad because their team is losing.)

Compile a list of observations or examples of language that have changed over the decades. Discuss the implications of these observations.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- recognize that languages evolve and adapt over time?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to recognize that languages evolve and adapt over time (see sample blackline master in Appendix E: Self-assessment Rating Scale).

© Alberta Education, Alberta, Canada 2009

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	**30-3Y**

Strand	GC–2.3 awareness of own culture
Specific Outcome	*Students will be able to:* a. identify some influences on the development of their personal identity

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

All About Me

Have students trace silhouettes of each other on large sheets of paper. In the space inside the silhouettes, have students identify and record some of the influences on their personal identity; e.g., family friends, teachers, books, music. Display the silhouettes and have students circulate and learn about their classmates.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- identify some influences on the development of their personal identity?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to identify some influences on the development of their personal identity (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

©Alberta Education, Alberta, Canada

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	**30-3Y**

Strand	GC–2.4 general cultural knowledge
Specific Outcome	*Students will be able to:* a. identify that within any culture there are important differences in the way people speak and behave

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Let's Talk in a Video

Divide the class into two groups. Each group chooses a name; e.g., Group A: *Sale e Pepe* (Salt and Pepper), Group B: *Olio e Aceto* (Oil and Vinegar). One group creates a video tourist commentary for exchange students living in Italy. The other creates a video tourist commentary for a host family living in Canada. The video should highlight differences in the way people speak and behave in Canada. Show the videos in class.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- identify that within any culture there are important differences in the way people speak and behave?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to identify that within any culture there are important differences in the way people speak and behave (see sample blackline master in Appendix E: Peer-assessment Checklist).

© Alberta Education, Alberta, Canada 2009

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	**30-3Y**

Strand	GC–2.4 general cultural knowledge
Specific Outcome	*Students will be able to:* b. identify some of the factors that affect the culture of a particular region

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Interview

Encourage students to attend different cultural activities sponsored by cultural groups within their community. Students interview some of the people involved in the events; e.g., *Scusi, sono uno studente di_____, posso farLe alcune domande? Il suo nome per favore? Da quanti anni Lei fa parte di questo gruppo folcloristico? Da quale parte d'Italia viene? In Italia, ha participato a tante celebrazioni? Quali sono le differenze fra le celebrazioni in Italia e quelle nel nostro paese? Che cosa influenza la nostra cultura? Grazie tante della Sua collaborazione.* (Excuse me, I am a student at _____. May I ask you some questions? Your name please? How long have you been a member of this group? Which part of Italy are you from? In Italy, have you participated in many celebrations? How many here? What [do you feel] influences our culture? Thanks for your collaboration.) Have the students share some of the factors that affect culture of a particular region; e.g., food, religion, values and family traditions.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- identify some of the factors that affect the culture of a particular region?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to identify some of the factors that affect the culture of a particular region (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

© Alberta Education, Alberta, Canada

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	**30-3Y**

Strand	GC–2.4 general cultural knowledge
Specific Outcome	*Students will be able to:* c. explore various ways in which individuals acquire a cultural identity

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Immigrants

Students view a film about immigrants coming to Canada. The class discusses cultural traits in our society. Display a suitcase and ask the class to brainstorm: What do people bring in their cultural baggage? What values and ideas do immigrant families pass along to their children and community? What are the different components of a cultural identity? Are these components permanent and static or malleable and dynamic?

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- explore various ways in which individuals acquire a cultural identity?

Learning Log

Students reflect on their learning and how well they were able to explore various ways in which individuals acquire a cultural identity.

© Alberta Education, Alberta, Canada 2009

Global Citizenship	General Outcome Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	Cluster Heading **GC–2** affirming and valuing diversity	30-3Y

Strand	GC–2.5 valuing diversity
Specific Outcome	*Students will be able to:* a. recognize and acknowledge different perspectives

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Cultural Activity

Present a cultural activity to students, e.g., how people celebrate Christmas, and then assign a different country to student groups. Have each group conduct a brief research on how Christmas is (or is not) celebrated in that country and why. Student groups present their findings to the class and students compile a list of the different perspectives that exist regarding Christmas celebrations.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- recognize and acknowledge different perspectives?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to recognize and acknowledge different perspectives (see sample blackline master in Appendix E: Observation Checklist).

©Alberta Education, Alberta, Canada

Global Citizenship	General Outcome Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	Cluster Heading **GC–2** affirming and valuing diversity	30-3Y

Strand	GC–2.6 intercultural skills
Specific Outcome	*Students will be able to:* a. explore representations of their own culture as seen from the outside

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Alberta/Canada

Locate an Italian video promoting travel to Alberta/Canada. Have students view the video and note down how aspects of Albertan/Canadian culture are presented to the Italian audience. Lead a brief discussion with students on their observations and identify which aspects students agree and disagree with and why.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- explore representations of their own culture as seen from the outside?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to explore representations of their own culture as seen from the outside (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

© Alberta Education, Alberta, Canada 2009

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	30-3Y

Strand	GC–2.6 intercultural skills
Specific Outcome	*Students will be able to:* b. identify and make use of institutions that facilitate contact with other countries and cultures

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

E-pals

Briefly explain to students the benefits of pen pals and communicating across countries and cultures. Instruct students to conduct research on what institutions facilitate e-pals and also investigate potential pitfalls. Lead a summary of students' research and expand the idea to other areas of contact; e.g., work, study.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- identify and make use of institutions that facilitate contact with other countries and cultures?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to identify and make use of institutions that facilitate contact with other countries and cultures (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

©Alberta Education, Alberta, Canada

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–3** personal and career opportunities	**30-3Y**

Strand	GC–3.1 Italian and Italian-speaking cultures
Specific Outcome	*Students will be able to:* a. explore opportunities for further studies or careers related to Italian, and explore applications of Italian language and culture in the global workplace and marketplace and in their personal and social lives

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Careers

Brainstorm the variety of careers that require the speaking of Italian; e.g., flight attendant, bank manager, tourist guide, language teacher, athlete, singer, musician, model, interpreter. Record these onto poster paper and display in the classroom for further discussion.

Official Invitation

Invite someone from the Italian consulate to speak about job opportunities available in Italy. Students record these possibly for later class discussion.

Visits

Provide students with calendars of courses from Italian post-secondary institutions. Students identify courses they could take to improve their Italian, which could open doors to the workplace in Italy or other countries. Students are given the opportunity to fill out a mock application form.

©Alberta Education, Alberta, Canada 2009

Strand	GC–3.1 Italian and Italian-speaking cultures
Specific Outcome	*Students will be able to:* a. explore opportunities for further studies or careers related to Italian, and explore applications of Italian language and culture in the global workplace and marketplace and in their personal and social lives

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- explore opportunities for further studies or careers related to Italian, and explore applications of Italian language and culture in the global workplace and marketplace and in their personal and social lives?

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to explore opportunities for further studies or careers related to Italian, and explore applications of Italian language and culture in the global workplace and marketplace and in their personal and social lives. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to explore opportunities for further studies or careers related to Italian, and explore applications of Italian language and culture in the global workplace and marketplace and in their personal and social lives (see sample blackline master in Appendix E: Self-assessment Checklist).

©Alberta Education, Alberta, Canada

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.	**Cluster Heading** **GC–3** personal and career opportunities	**30-3Y**

Strand	GC–3.2 cultural and linguistic diversity
Specific Outcome	*Students will be able to:* a. explore applications of language and cultural learning in their personal and social lives and in the global workplace and marketplace

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Good Lives

Inform students that they will be cooperating to create a promotional brochure on why to learn a language. Divide the class into two groups. Group 1 will work on the personal and social benefits of learning a language. Group 2 will focus on professional and work benefits. Have both groups explore how learning a language and about a culture has applications; e.g., improved academic performance in other subjects, or improved opportunities for employment with government agencies. Students compile their results and cooperate to produce a brochure.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- explore applications of language and cultural learning in their personal and social lives and in the global workplace and marketplace?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to explore applications of language and cultural learning in their personal and social lives and in the global workplace and marketplace (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Strategies

Strategies	General Outcome	Cluster Heading	30-3Y
	Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**S–1** language learning	

Strand	S–1.1 cognitive
Specific Outcome	*Students will be able to:* a. select and use a variety of cognitive strategies to enhance language learning; e.g., use technology and other reference materials

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Find the Author

Discuss and review with students various cognitive language learning strategies. Group students in fours and give each group the name of an Italian author. Students use the Internet, encyclopedias and other texts to research the author. Groups write a report and present it to the class. Each group relates the cognitive language learning strategies that worked best for them.

Caution: Students should be monitored when they use the Internet.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- select and use a variety of cognitive strategies to enhance language learning?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to select and use a variety of cognitive strategies to enhance language learning (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

©Alberta Education, Alberta, Canada

Strategies	General Outcome Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	Cluster Heading **S–1** language learning	30-3Y

Strand	S–1.2 metacognitive
Specific Outcome	*Students will be able to:* a. select and use a variety of metacognitive strategies to enhance language learning; e.g., reflect upon own performance and that of others

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Writing Strategies

Present students with two different types of texts about a particular topic; e.g., a poem and a story. Have students work in pairs and read the two texts. Students discuss the various strategies they use to depict meaning from texts; e.g., reading for key words. Have them compile a list of strategies they use and then share their observations with classmates.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- select and use a variety of metacognitive strategies to enhance language learning?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to select and use a variety of metacognitive strategies to enhance language learning (see sample blackline master in Appendix E: Self-assessment Checklist).

© Alberta Education, Alberta, Canada 2009

Strategies	General Outcome Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	Cluster Heading **S–1** language learning	30-3Y

Strand	S–1.3 social/affective
Specific Outcome	*Students will be able to:* a. select and use a variety of social and affective strategies to enhance language learning; e.g., participate actively in brainstorming for a newly given task

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Group Strategies

Students work cooperatively on various activities. Roles are assigned by the teacher or chosen by group members. Assist students by using mental techniques, such as positive self-talk and humour. Students note the social and affective strategy in their learning logs.

Rewrite It in Prose

Review and discuss a variety of appropriate social/affective strategies. Then provide students with a script to rewrite into prose. Students brainstorm and conference as prewriting and postwriting exercises. Students note the social/affective strategies that were most effective for them to enhance their learning.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

– select and use a variety of social and affective strategies to enhance language learning?

Learning Log

Students reflect on their learning and how well they were able to select and use a variety of social and affective strategies to enhance language learning.

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to select and use a variety of social and affective strategies to enhance language learning. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

©Alberta Education, Alberta, Canada

Strategies	General Outcome Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	Cluster Heading **S–2** language use	30-3Y

Strand	S–2.1 interactive
Specific Outcome	*Students will be able to:* a. select and use a variety of interactive strategies; e.g., use a range of communicative devices to sustain conversations

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Descriptive Visuals

Prepare a set of familiar visuals, and divide students into pairs. Have pairs sit across from each other and provide one of the pair with visuals. The student with the visual describes the visual well enough so that the partner can draw a version without seeing the original. Encourage students to use interactive strategies to facilitate communication. Upon completion, students compare their drawings with the originals and also discuss the effectiveness of the interactive strategies used.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- select and use a variety of interactive strategies?

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to select and use a variety of interactive strategies. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

©Alberta Education, Alberta, Canada 2009

Strategies	General Outcome Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	Cluster Heading S–2 language use	30-3Y

Strand	S–2.2 interpretive
Specific Outcome	*Students will be able to:* a. select and use a variety of interpretive strategies; e.g., prepare questions or a guide to facilitate comprehension

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Proverbs

Post a variety of Italian proverbs around the classroom and provide students with a template listing the proverbs' English equivalents. Have students circulate throughout the class and use interpretive strategies to match the Italian proverb with its equivalent; e.g., look for key words, use knowledge of the sound–symbol system to aid reading comprehension.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- select and use a variety of interpretive strategies?

Rating Scale

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to select and use a variety of interpretive strategies (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

©Alberta Education, Alberta, Canada

Strategies	General Outcome Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	Cluster Heading **S–2** language use	30-3Y

Strand	S–2.3 productive
Specific Outcome	*Students will be able to:* a. select and use a variety of productive strategies; e.g., use a variety of resources to sustain and enrich communication

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Television Article

Ask students to view an English television sitcom at home. Have them imagine that they are writers for an Italian magazine and devise a title page and a table of contents for the magazine. They include a critique of the sitcom. Review effective productive strategies with students; e.g., use the steps of the writing process (gathering ideas, planning the text, organizing the text), writing, revision (rereading, moving and rewriting pieces of the text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations). Have students note which productive strategies worked best in their learning log.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- select and use a variety of productive strategies?

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to select and use a variety of productive strategies. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

© Alberta Education, Alberta, Canada 2009

Strategies	General Outcome Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	Cluster Heading **S–3** general learning	30-3Y

Strand	S–3.1 cognitive
Specific Outcome	*Students will be able to:* a. select and use a variety of cognitive strategies to enhance general learning; e.g., distinguish between fact and opinion when using a variety of sources of information

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

The Four Seasons

Review cognitive strategies with students; e.g., using models, diagrams, word maps. In Italian, present students with a challenging but short text on the environment. Students work in small groups and cooperatively use word maps, diagrams and other graphic representations to make the information in the text easier to understand and remember. Have students note which cognitive strategies worked best in their learning log.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- select and use a variety of cognitive strategies to enhance general learning?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to select and use a variety of cognitive strategies to enhance general learning (see sample blackline master in Appendix E: Self-assessment Checklist).

©Alberta Education, Alberta, Canada

Strategies	General Outcome Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	Cluster Heading **S–3** general learning	30-3Y

Strand	S–3.2 metacognitive
Specific Outcome	*Students will be able to:* a. select and use a variety of metacognitive strategies to enhance general learning; e.g., take responsibility for planning, monitoring and reflecting on learning experiences

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

How Do I Learn Best

Lead a class discussion on the different ways students learn best. Compile a list of ways students arrange their workspace to maximize effectiveness. Ask students to consider the management of their space in the classroom by asking them about the role of the:

- seating arrangement
- classroom decorations, such as posters, webs, pictures, charts
- classroom setting.

Discuss with students the classroom elements that help them learn best.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

- select and use a variety of metacognitive strategies to enhance general learning?

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to select and use a variety of metacognitive strategies to enhance general learning. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

Strategies	General Outcome Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	Cluster Heading **S–3** general learning	30-3Y

Strand	S–3.3 social/affective
Specific Outcome	*Students will be able to:* a. select and use a variety of social and affective strategies to enhance general learning; e.g., use support strategies to help and encourage one another

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Toy Building Bricks

Students work in small groups to properly construct a vehicle using toy building bricks. Students choose specific roles to better complete the task. At the end of the activity, students discuss the importance of cooperation and other social and effective strategies one can use in order to complete a task.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:

– select and use a variety of social and affective strategies to enhance general learning?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to select and use a variety of social and affective strategies to enhance general learning (see sample blackline master in Appendix E: Peer-assessment Checklist).

©Alberta Education, Alberta, Canada

Appendices

Appendix A: Specific Outcomes Chart A–1
10-3Y A–1
20-3Y A–13
30-3Y A–25

Appendix B: Vocabulary and Classroom Expressions B–1

Appendix C: Planning Tools C–1
Instructional Planning Guide C–2
Year Plan C–5
Unit Plan Overview C–7
Unit Plan A C–8
Unit Plan B C–9
Unit Plan C C–10
Lesson Plan A C–11
Lesson Plan B C–12
How "Listener-friendly" Is My Instruction? C–13
Examples of General Accommodations C–14
Examples of Instructional Accommodations C–15
Examples of Assessment Accommodations C–16
Sample Text Forms C–17
Alternative Learning Activities Menu C–18
Sample Independent Study Agreement C–19
Group Roles Organizer C–20
Sample List of Learning Strategies C–21

Appendix D: Graphic Organizers D–1
How I Contribute to Group Work D–2
How I Can Help My Group D–3
Activity Reflection D–4
Collecting My Thoughts D–5
How to Use KWL Charts D–6
KWL Chart D–7
How to Use a Brainstorming Web D–8

©Alberta Education, Alberta, Canada 2009

Brainstorming Web D–9
Idea Builder D–10
How to Create a Mind Map D–11
Sample Mind Map D–12
How to Use Venn Diagrams D–13
Venn Diagram D–14
Five Senses Wheel D–15
Triple T-chart D–16
Y-chart D–17
Five Ws and HI D–18
A Day in the Life D–19
How to Use PMI Charts D–20
PMI Chart D–21
What I Have, What I Need D–22
Making a Decision D–23
IDEA Decision Maker D–24
Consider the Alternatives D–25
Influences on Decision Making D–26
Goal-setting Organizer 1 ..... D–27
Goal-setting Organizer 2 ..... D–28
Goal-setting Organizer 3 ..... D–29
Goal-setting Organizer 4 ..... D–30

Appendix E: Assessment Blackline Masters E–1
Self-assessment Checklist E–2
Self-assessment Rating Scale E–4
Peer-assessment Checklist E–6
Self-assessment Checklist and Goal Setting E–8
Long-term Goal Setting E–10
Anecdotal Notes E–12
Observation Checklist E–14
Checklist and Comments 1 ..... E–16
Checklist and Comments 2 ..... E–18
Rating Scale 1 ..... E–20
Rating Scale 2 ..... E–22
Rating Scale 3 ..... E–24
Rubric (10-3Y) E–26
Rubric and Checklist (10-3Y) E–28

©Alberta Education, Alberta, Canada

Appendix A: Specific Outcomes Chart

10-3Y

A–1 to receive and impart information		**10-3Y LEVEL**
A–1.1 share factual information	a. identify people, places and things b. ask for and provide basic information c. respond to simple questions	**NOTES:**
A–2 to express emotions and personal perspectives		**10-3Y LEVEL**
A–2.1 share ideas, thoughts, opinions, preferences	a. express a personal response and simple preferences b. identify favourite people, places, things and activities	**NOTES:**
A–2.2 share emotions, feelings	a. respond to and express emotions and feelings b. identify emotions and feelings	
A–3 to get things done		**10-3Y LEVEL**
A–3.1 guide actions of others	a. indicate basic needs and wants b. give and respond to simple oral instructions or commands c. suggest a course of action, and respond to a suggestion	**NOTES:**
A–3.2 state personal actions	a. respond to offers, invitations and instructions b. ask or offer to do something c. state preference from among several options	

©Alberta Education, Alberta, Canada

A–3 to get things done (continued)		10-3Y LEVEL
A–3.3 manage group actions	a. manage turn taking b. encourage other group members to act appropriately c. ask for help or clarification of what is being said or done in the group	**NOTES:**
A–4 to extend their knowledge of the world		**10-3Y LEVEL**
A–4.1 discover and explore	a. discover and explore the immediate environment	**NOTES:**
A–4.2 gather and organize information	a. gather simple information b. organize and sequence items in different ways c. sequence items in different ways	
A–4.3 solve problems	a. experience problem-solving situations in the classroom b. choose between alternative solutions	
A–4.4 explore opinions and values	a. listen attentively to the opinions expressed b. respond sensitively to the ideas and products of others c. make connections between simple behaviour and values; e.g., *Lei studia tanto. È studiosa.*	
A–5 for imaginative purposes and personal enjoyment		**10-3Y LEVEL**
A–5.1 humour/fun	a. use Italian for fun; e.g., learn simple riddles, jingles and humorous songs	**NOTES:**

©Alberta Education, Alberta, Canada

A–5 for imaginative purposes and personal enjoyment (continued)		10-3Y LEVEL
A–5.2 creative/aesthetic purposes	a. use Italian creatively; e.g., write slogans	**NOTES:**
A–5.3 personal enjoyment	a. use Italian for personal enjoyment; e.g., use audiovisual materials	
A–6 to form, maintain and change interpersonal relationships		**10-3Y LEVEL**
A–6.1 manage personal relationships	a. exchange greetings and farewells b. address a new acquaintance, and introduce themselves c. exchange some basic personal information; e.g., name, age d. initiate relationships	**NOTES:**
LC–1 attend to form		**10-3Y LEVEL**
LC–1.1 phonology	a. pronounce some common words and phrases comprehensibly b. use intonation to express meaning c. distinguish particular sounds of the Italian language	**NOTES:**
LC–1.2 orthography	a. recognize and name basic elements of the writing system b. write words of personal significance	

LC–1 attend to form (continued)		**10-3Y LEVEL**
LC–1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • school • activities • time and weather • people around me • holidays and celebrations • shopping and restaurants • any other lexical fields that meet their needs and interests	**NOTES:**
LC–1.4 grammatical elements	a. use, in modelled situations,[1] the following grammatical elements: ***Verbs:*** • present perfect of verbs in *-are, -ere, -ire*; e.g., *ho studiato, ho letto, ho dormito; sono andato/sono andata* • present tense of modal verbs: *potere, volere, dovere* • present conditional of verbs in *-are, -ere, -ire* ***Prepositions:*** • simple: *di, a, da, in, con, su, per, tra, fra* • compound; e.g., *del, dello, dell', della, dei, degli, delle* ***Pronouns:*** • indirect object: *le, gli, loro*	

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

©Alberta Education, Alberta, Canada

LC–1 attend to form (continued)		10-3Y LEVEL
LC–1.4 grammatical elements	b. use, in structured situations,[2] the following grammatical elements: ***Articles:*** • partitive: *del, dello, dell', della, dei, degli, delle* ***Verbs:*** • future of verbs in *-are, -ere, -ire* • reflexive; e.g., *mi lavo, mi siedo, mi vesto* ***Pronouns:*** • direct object: *lo, li, la, le* c. use, independently and consistently,[3] the following grammatical elements ***Nouns:*** • gender and number; e.g., *bambino/bambini, bambina/bambine, classe/classi* ***Pronouns:*** • personal: *io, tu, lui, lei, noi, voi, loro* • reflexive: *mi, ti, si, ci, vi, si* • disjunctive: *a me, a te, a lui, a lei, a noi, a voi, a loro* • demonstrative: *questo, questi, questa, queste; quel, quello, quell', quella, quei, quelli, quegli, quelle*	**NOTES:**

2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

©Alberta Education, Alberta, Canada

LC–1.4 grammatical elements	***Interrogatives:*** • *che, chi, cosa, dove, quando, come, perché, quanto/quanti, quanta/quante* ***Articles:*** • definite: *il, lo, l', la, i, gli, le* • indefinite: *un, uno, una, un'* ***Verbs:*** • imperative of verbs in *-are, -ere, -ire* • present of verbs in *-are, -ere, -ire; avere* and *essere; fare* and *dare* • impersonal verb *piacere*; e.g., *mi piace la mela, mi piacciono le mele* • present progressive of verbs in *-are, -ere, -ire*; e.g., *sto studiando, sto leggendo, sto dormendo* ***Adjectives:*** • gender and number; e.g., *piccolo/piccoli, piccola/piccole; grande/grandi* • cardinal numbers; e.g., *uno, due, tre* • ordinal numbers; e.g., *primo, secondo, terzo* • possessive; e.g., *il mio, il tuo, il suo* • demonstrative: *questo, questi, questa, queste; quel, quello, quell', quella, quei, quelli, quegli, quelle* ***Adverbs:*** • *bene, male, molto, poco* ***Conjunctions:*** • *e, o, ma, poi* ***Negative Form:*** • e.g., *non studio, non leggo, non dormo*	**NOTES:**

© Alberta Education, Alberta, Canada

LC–2 interpret and produce oral and written texts			10-3Y LEVEL
1.C–2.1 aural interpretation	a. understand a series of simple spoken sentences from a variety of media in guided situations	**NOTES:**	
1.C–2.2 written interpretation	a. understand a series of simple written sentences from a variety of media in guided situations		
1.C–2.3 visual interpretation	a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations		
1.C–2.4 oral production	a. produce simple words and phrases, orally, in guided situations		
1.C–2.5 interactive fluency	a. interact, using a sequence of simple sentences, in guided situations		
1.C–2.6 written production	a. produce simple words and phrases, in writing, in guided situations		
1.C–2.7 representation	a. express meaning through the use of a variety of visuals and other forms of nonverbal communication in guided situations; e.g., posters, cartoons, illustrations, brochures, Internet, models, graphs, charts, maps, fine arts, videos, television, radio		

© Alberta Education, Alberta, Canada

LC–3 apply knowledge of the sociocultural context			10-3Y LEVEL
LC–3.1 register	a. use simple forms of formal and informal language; e.g., *tu, Lei, voi*	**NOTES:**	
LC–3.2 idiomatic expressions	a. understand and use some simple idiomatic expressions, with guidance		
LC–3.3 variations in language	a. identify variations in language; e.g., regional, age-related, gender, social class, accent		
LC–3.4 social conventions	a. use basic social expressions and conventions appropriate to familiar situations; e.g., handshake, kiss on both cheeks		
LC–3.5 nonverbal communication	a. understand appropriate nonverbal behaviours; e.g., body language		
LC–4 apply knowledge of how the Italian language is organized, structured and sequenced			**10-3Y LEVEL**
LC–4.1 cohesion/coherence	a. sequence elements of a simple story, process or series of events b. link words or groups of words in simple ways; e.g., *e, poi* c. interpret basic references within simple texts; e.g., pronouns, demonstratives	**NOTES:**	
LC–4.2 text forms	a. recognize a variety of simple oral and print text forms; e.g., lists, letters, stories, songs		
LC–4.3 patterns of social interaction	a. initiate and respond to basic social interaction patterns; e.g., question–answer		

©Alberta Education, Alberta, Canada

GC–1 historical and contemporary elements of Italian-speaking cultures		10-3Y LEVEL
GC–1.1 accessing/analyzing cultural knowledge of the Italian-speaking world	a. ask questions, using their first language, about elements of Italian cultures experienced in class b. make observations of the Italian cultures c. participate in activities and experiences that reflect elements of Italian cultures	**NOTES:**
GC–1.2 applying cultural knowledge	a. identify elements of Italian cultures in the classroom, school and community b. explore some elements of Italian cultures	
GC–1.3 diversity within Italian-speaking cultures	a. recognize diverse elements of Italian cultures b. identify some elements that reflect diversity within Italian cultures	
GC–1.4 valuing Italian-speaking cultures	a. participate in Italian cultural activities	

©Alberta Education, Alberta, Canada

GC–2 affirming and valuing diversity		10-3Y LEVEL
GC–2.1 awareness of first language	a. recognize similarities and differences between their first language and Italian; e.g., cognates	**NOTES:**
GC–2.2 general language knowledge	a. explore the variety of languages spoken by those around them b. identify differences and similarities between words and writing systems from different languages within their personal experience c. recognize that languages can be grouped into families based on common origins	
GC–2.3 awareness of own culture	a. explore and recognize similarities and differences between their own culture and other cultures	
GC–2.4 general cultural knowledge	a. recognize that culture is expressed through a variety of forms b. recognize that a variety of cultural practices are followed by their classmates and different groups in their community c. participate in activities and experiences that reflect elements of different cultures	
GC–2.5 valuing diversity	a. work and interact with others	
GC–2.6 intercultural skills	a. adapt to new situations b. listen with attention to the opinions of others c. initiate and maintain new relationships	

©Alberta Education, Alberta, Canada

GC–3 personal and career opportunities		10-3Y LEVEL
GC–3.1 Italian and Italian-speaking cultures	a. identify reasons for learning Italian, and identify some places they could visit where Italian is spoken	**NOTES:**
GC–3.2 cultural and linguistic diversity	a. identify some reasons for participating in activities and experiences that reflect elements of different cultures b. identify reasons for learning an additional language and learning about global cultures	
S–1 language learning		**10-3Y LEVEL**
S–1.1 cognitive	a. use simple cognitive strategies, with guidance, to enhance language learning; e.g., memorize new words by repeating them silently or aloud	**NOTES:**
S–1.2 metacognitive	a. use simple metacognitive strategies, with guidance, to enhance language learning; e.g., rehearse or role-play language, discover how own efforts can affect learning	
S–1.3 social/affective	a. use simple social and affective strategies, with guidance, to enhance language learning; e.g., work cooperatively with peers in small groups, seek assistance from others	

© Alberta Education, Alberta, Canada 2009

S–2	language use	10-3Y LEVEL
S–2.1 interactive	a. use simple interactive strategies with guidance; e.g., indicate lack of understanding verbally or nonverbally	**NOTES:**
S–2.2 interpretive	a. use simple interpretive strategies with guidance; e.g., use illustrations, gestures and intonation to aid comprehension	
S–2.3 productive	a. use simple productive strategies with guidance; e.g., use words in the immediate environment	
S–3	**general learning**	**10-3Y LEVEL**
S–3.1 cognitive	a. use simple cognitive strategies to enhance general learning; e.g., connect what they already know with what they are learning	**NOTES:**
S–3.2 metacognitive	a. use simple metacognitive strategies to enhance general learning; e.g., discover how own efforts can affect learning	
S–3.3 social/affective	a. use simple social and affective strategies to enhance general learning; e.g., seek assistance from others	

©Alberta Education, Alberta, Canada

A–1 to receive and impart information		20-3Y LEVEL
A–1.1 share factual information	a. ask for and provide information on various familiar topics b. describe people, places, things and series of events or actions	**NOTES:**
A–2 to express emotions and personal perspectives		**20-3Y LEVEL**
A–2.1 share ideas, thoughts, opinions, preferences	a. express a personal response to a variety of situations b. inquire about and express likes and dislikes c. record and share thoughts and ideas with others	**NOTES:**
A–2.2 share emotions, feelings	a. inquire about, express and respond to a variety of emotions and feelings b. record and share personal experiences involving an emotion or feeling	
A–3 to get things done		**20-3Y LEVEL**
A–3.1 guide actions of others	a. make and respond to a variety of simple requests b. seek, grant or withhold permission c. relay simple messages d. give and follow a simple sequence of instructions	**NOTES:**
A–3.2 state personal actions	a. express a wish or a desire to do something b. make an offer or an invitation, and respond to offers and invitations made by others c. inquire about and express ability and inability to do something	

A–3 to get things done (continued)		20-3Y LEVEL
A–3.3 manage group actions	a. suggest, initiate or direct action in group activities b. encourage other group members to participate c. assume a variety of roles and responsibilities as group members d. negotiate in a simple way with peers in small-group tasks e. offer to explain or clarify	**NOTES:**
A–4 to extend their knowledge of the world		**20-3Y LEVEL**
A–4.1 discover and explore	a. make and talk about personal observations b. explore classification systems and criteria for categories c. discover relationships and patterns	**NOTES:**
A–4.2 gather and organize information	a. record and share personal knowledge of a topic b. compare and contrast items in simple ways c. compose questions to guide research d. identify sources of information e. record observations	
A–4.3 solve problems	a. recognize and describe a problem, then propose simple solutions b. understand and use the steps in the problem-solving process	
A–4.4 explore opinions and values	a. express their views on a variety of topics within their direct experience b. gather opinions on a topic within their direct experience c. recognize differences of opinion	

©Alberta Education, Alberta, Canada

A–5 for imaginative purposes and personal enjoyment		20-3Y LEVEL
A–5.1 humour/fun	a. use Italian for fun and to interpret humour; e.g., simple, amusing texts	**NOTES:**
A–5.2 creative/aesthetic purposes	a. use Italian creatively and for aesthetic purposes; e.g., write poems based on simple, repetitive and modelled language	
A–5.3 personal enjoyment	a. use Italian for personal enjoyment; e.g., listen to favourite songs in Italian, play games	
A–6 to form, maintain and change interpersonal relationships		**20-3Y LEVEL**
A–6.1 manage personal relationships	a. apologize and refuse politely b. talk about themselves, and respond to the talk of others by showing attention and interest c. make and break social engagements	**NOTES:**
LC–1 attend to form		**20-3Y LEVEL**
LC–1.1 phonology	a. use comprehensible pronunciation, stress and intonation when producing familiar words or phrases b. recognize some of the effects that intonation and stress have in different situations	**NOTES:**
LC–1.2 orthography	a. recognize and use basic spelling patterns b. recognize and use basic mechanical conventions; e.g., capitalization, punctuation	

©Alberta Education, Alberta, Canada

LC–1 attend to form (continued)		20-3Y LEVEL
LC–1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • daily routine • clothing • travel • food • health • sports • any other lexical fields that meet their needs and interests	**NOTES:**
LC–1.4 • grammatical elements •	a. use, in modelled situations,[1] the following grammatical elements: ***Negative Expressions:*** • e.g., *non* (verb) *più* *non* (verb) *ancora* *non* (verb) *mai* *non* (verb) *niente* b. use, in structured situations,[2] the following grammatical elements: ***Pronouns:*** • indirect object: *le, gli, loro* • possessive; e.g., *il mio, il tuo, il suo* ***Verbs:*** • imperfect of verbs in *-are, -ere, -ire* • present perfect of verbs in *-are, -ere, -ire* • present tense of modal verbs: *potere, volere, dovere* • present conditional of verbs in *-are, -ere, -ire*	

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

©Alberta Education, Alberta, Canada

LC–1 attend to form (continued)		20-3Y LEVEL
LC–1.4 grammatical elements	***Adjectives:*** • relative superlative: *il più* (adjective) *di, la più* (adjective) *di* ***Adverbs:*** • adjective with *-mente;* e.g., *lentamente, facilmente, caramente* ***Prepositions:*** • simple: *di, a, da, in, con, su, per, tra, fra* • compound; e.g., del, dello, dell', della, dei, degli, delle c. use, independently and consistently,[3] the following grammatical elements: ***Nouns:*** • derivatives • diminutives ***Pronouns:*** • direct object: *lo, li, la, le* • relative: *che, cui* ***Articles:*** • partitive: del, dello, dell', della, dei, degli, delle ***Verbs:*** • reflexive; e.g., *mi lavo, mi siedo, mi vesto* • future of verbs in *-are, -ere, -ire* • present tense of *sapere, conoscere* ***Adjectives:*** • comparative: *così* (adjective) *come, tanto* (adjective) *quanto, più* (adjective) *di, più* (adjective) *che, meno* (adjective) *di, meno* (adjective) *che*	**NOTES:**

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

©Alberta Education, Alberta, Canada

LC–1 attend to form (continued)		**20-3Y LEVEL**
LC–1.4 grammatical elements	***Adverbs:*** • comparative: meno, più, meglio, peggio ***Conjunctions:*** • *dopo, allora, prima*	**NOTES:**
LC–2 interpret and produce oral and written texts		**20-3Y LEVEL**
LC–2.1 aural interpretation	a. understand short, simple oral texts from a variety of media in guided and unguided situations	**NOTES:**
LC–2.2 written interpretation	a. understand short, simple written texts from a variety of media in guided and unguided situations	
LC–2.3 interpretation	a. derive meaning from the visual elements of a variety of media in guided situations	
LC–2.4 oral production	a. produce short, simple oral texts in guided situations	
LC–2.5 interactive fluency	a. engage in simple interactions	
LC–2.6 written production	a. produce short, simple written texts in guided situations	
LC–2.7 representation	a. express meaning through the use of visual elements in a variety of media, in guided situations	

©Alberta Education, Alberta, Canada

LC–3 apply knowledge of the sociocultural context			20-3Y LEVEL
LC–3.1 register	a. use formal and informal language appropriately in familiar situations	**NOTES:**
LC–3.2 idiomatic expressions	a. use learned idiomatic expressions, with guidance, to enhance communication	
LC–3.3 variations in language	a. acknowledge variations in language; e.g., regional, age-related, gender, social class, accent	
LC–3.4 social conventions	a. identify and use learned expressions and conventions in various social interactions and formal and informal situations	
LC–3.5 nonverbal communication	a. recognize and use appropriate nonverbal behaviours in a variety of familiar contexts; e.g., eye contact	

LC–4 apply knowledge of how the Italian language is organized, structured and sequenced			20-3Y LEVEL
LC–4.1 cohesion/coherence	a. organize texts using common patterns; e.g., cause and effect, straightforward time sequencing b. link several sentences coherently c. use common conventions to structure texts; e.g., titles, paragraphs	**NOTES:**
LC–4.2 text forms	a. recognize a variety of oral and print text forms; e.g., recipes, invitations, messages b. use some simple text forms in their own productions; e.g., maps, questionnaires	

LC–4 apply knowledge of how the Italian language is organized, structured and sequenced (continued)		20-3Y LEVEL
LC–4.3 patterns of social interaction	a. use simple conventions to open and close conversations and to manage turn taking b. initiate and respond to a variety of social interaction patterns; e.g., statement–agreement/ disagreement–reaction	**NOTES:**
GC–1 historical and contemporary elements of Italian-speaking cultures		**20-3Y LEVEL**
GC–1.1 accessing/analyzing cultural knowledge of the Italian-speaking world	a. seek out information about Italian cultures from authentic sources b. identify some things they have in common with people their own age who live in an Italian culture c. compare and make connections between some elements of the Italian culture being studied and their own culture d. participate in activities and experiences that reflect elements of Italian cultures	**NOTES:**
GC–1.2 applying cultural knowledge	a. identify commonalities and differences between Italian cultures and their own b. apply knowledge of Italian cultures to interpret these commonalities and differences	
GC–1.3 diversity within Italian-speaking cultures	a. identify commonalities and differences among diverse groups within the cultures b. apply knowledge of the Italian cultures to interpret these commonalities and differences	

©Alberta Education, Alberta, Canada

GC–1 historical and contemporary elements of Italian-speaking cultures (continued)		20-3Y LEVEL
GC–1.4 valuing Italian-speaking cultures	a. participate in Italian cultural activities and experiences b. identify similarities between themselves and people of the culture being studied	**NOTES:**
GC–2 affirming and valuing diversity		**20-3Y LEVEL**
GC–2.1 awareness of first language	a. compare written and oral aspects of their first language and Italian	**NOTES:**
GC–2.2 general language knowledge	a. describe ways that languages can be taught and learned b. recognize that within any linguistic group individuals use language in personal ways c. recognize that in any language there are different words for the same thing	
GC–2.3 awareness of own culture	a. recognize and identify similarities and differences between their own culture and other cultures b. make connections between individuals or situations in texts and their own personal experiences	
GC–2.4 general cultural knowledge	a. recognize that speakers of the same language may come from different cultural backgrounds	

GC–2 affirming and valuing diversity (continued)		20-3Y LEVEL
GC–2.5 valuing diversity	a. engage in activities that reflect other ways of doing things or other perspectives b. identify the limitations of adopting a single perspective	**NOTES:**
GC–2.6 intercultural skills	a. reflect on their actions and the consequences of their actions for others b. explore how their perspective is shaped by a variety of factors	
GC–3 personal and career opportunities		**20-3Y LEVEL**
GC–3.1 Italian and Italian-speaking cultures	a. identify some careers for which knowledge of Italian is useful, and recognize that knowledge of an additional language is an asset to any career	**NOTES:**
GC–3.2 cultural and linguistic diversity	a. explore careers in which knowledge of additional languages and intercultural skills can be applied	
S–1 language learning		**20-3Y LEVEL**
S–1.1 cognitive	a. identify and use a variety of cognitive strategies to enhance language learning; e.g., group together sets of things (vocabulary, structures) with similar characteristics, identify and use similarities and differences between aspects of Italian and their own language	**NOTES:**

©Alberta Education, Alberta, Canada

S–1	language learning (continued)		20-3Y LEVEL
S–1.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance language learning; e.g., reflect on learning tasks with guidance	NOTES:	
S–1.3 social/affective	a. identify and use a variety of social and affective strategies to enhance language learning; e.g., engage in unfamiliar tasks and approaches with guidance		
S–2	**language use**		**20-3Y LEVEL**
S–2.1 interactive	a. identify and use a variety of interactive strategies; e.g., use different techniques to maintain communication	NOTES:	
S–2.2 interpretive	a. identify and use a variety of interpretive strategies; e.g., seek key words and expressions, make inferences based on prior knowledge		
S–2.3 productive	a. identify and use a variety of productive strategies; e.g., use knowledge of sentence patterns to form new sentences		
S–3	**general learning**		**20-3Y LEVEL**
S–3.1 cognitive	a. identify and use a variety of cognitive strategies to enhance general learning; e.g., write down key words and concepts	NOTES:	
S–3.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task		
S–3.3 social affective	a. identify and use a variety of social and affective strategies to enhance general learning; e.g., take risks		

©Alberta Education, Alberta, Canada

©Alberta Education, Alberta, Canada

A–1 to receive and impart information		30-3Y LEVEL
A–1.1 share factual information	a. provide information on several aspects of a topic; e.g., give a simple report including descriptions and comparisons	**NOTES:**
A–2 to express emotions and personal perspectives		**30-3Y LEVEL**
A–2.1 share ideas, thoughts, opinions, preferences	a. inquire about and express reasons and preferences	**NOTES:**
A–2.2 share emotions, feelings	a. inquire about and express emotions and feelings in a variety of familiar contexts b. compare the expression of emotions and feelings in a variety of informal situations	
A–3 to get things done		**30-3Y LEVEL**
A–3.1 guide actions of others	a. make and respond to suggestions in a variety of situations b. give and respond to advice and warnings c. encourage others to perform an action, or discourage others from a course of action	**NOTES:**
A–3.2 state personal actions	a. state personal actions in the past, present or future b. make a promise and express intention in a variety of situations	

A–3 to get things done (continued)		30-3Y LEVEL
A–3.3 manage group actions	a. check for agreement and understanding b. express disagreement in an appropriate way c. express appreciation, enthusiasm, support and respect for contributions of others	**NOTES:**
A–4 to extend their knowledge of the world		**30-3Y LEVEL**
A–4.1 discover and explore	a. ask questions to gain knowledge and clarify understanding b. explore meaning in a variety of ways; e.g., by drawing a diagram, making a model, rephrasing	**NOTES:**
A–4.2 gather and organize information	a. gather information from a variety of resources b. organize and manipulate information; e.g., transform information from texts into other forms, such as tables, diagrams, story maps, flow charts	
A–4.3 solve problems	a. describe and analyze a problem, then propose a variety of solutions b. generate and evaluate alternative solutions to problems	
A–4.4 explore opinions and values	a. explore how values influence behaviour; e.g., describe characters and their motivations in a story b. provide reasons for their position on an issue	

©Alberta Education, Alberta, Canada

A–5 for imaginative purposes and personal enjoyment		30-3Y LEVEL
A–5.1 humour/fun	a. use Italian for fun and to interpret and express humour; e.g., interpret figures of speech literally, using illustrations or short skits	**NOTES:**
A–5.2 creative/aesthetic purposes	a. use Italian creatively and for aesthetic purposes; e.g., create travel brochures, advertisements	
A–5.3 personal enjoyment	a. use Italian for personal enjoyment; e.g., exchange letters with, or e-mail, a pen pal	
A–6 to form, maintain and change interpersonal relationships		**30-3Y LEVEL**
A–6.1 manage personal relationships	a. initiate and participate in casual exchanges with classmates b. use routine means of interpersonal communications; e.g., telephone calls, personal notes, e-mail messages	**NOTES:**
LC–1 attend to form		**30-3Y LEVEL**
LC–1.1 phonology	a. pronounce unfamiliar words b. identify and reproduce sound distinctions that are important for meaning	**NOTES:**
LC–1.2 orthography	a. apply some common spelling rules b. use basic spelling patterns consistently in writing familiar words and phrases	

LC–1 attend to form (continued)		30-3Y LEVEL
LC–1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • arts, entertainment and literature • the world of work • technology • the environment • social issues • any other lexical fields that meet their needs and interests b. recognize that one word may have multiple meanings, depending on the context, and that various words and expressions may express the same idea	**NOTES:**
LC–1.4 grammatical elements	c. use, independently and consistently,[3] the following grammatical elements: ***Nouns:*** • collective; e.g., *gregge* • abstract; e.g., *virtù, amore* • compound; e.g., *capolavoro* ***Pronouns:*** • indirect object: *le, gli, loro* • double object: *me lo, te lo, glielo, ce lo, ve lo, lo* (verb) *loro* • possessive; e.g., *il mio, il tuo, il suo*	

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

©Alberta Education, Alberta, Canada

LC–1 attend to form (continued)		30-3Y LEVEL
LC–1.4 grammatical elements	***Verbs:*** • present perfect of verbs in *-are, -ere, -ire* • imperfect of verbs in *-are, -ere, -ire* • present tense of modal verbs: *volere, potere, dovere* • present conditional of verbs in *-are, -ere, -ire* ***Adjectives:*** • absolute superlative; e.g., *molto alto, altissimo* • irregular superlative; e.g., *ottimo, pessimo, maggiore, minore* • relative superlative: *il più* (adjective) *di, la più* (adjective) *di* ***Adverbs:*** • of time: *durante, mentre, ora* • absolute superlative: *benissimo, malissimo, moltissimo, pochissimo* • adjective with -mente; e.g., lentamente, facilmente, caramente ***Prepositions:*** • simple: *di, a, da, in, con, su, per, tra, fra* • compound; e.g., del, dello, dell', della, dei, degli, delle ***Conjunctions:*** • però ***Negative Expressions:*** • e.g., *non* (verb) *più* *non* (verb) *ancora* *non* (verb) *mai* *non* (verb) *niente*	**NOTES:**

©Alberta Education, Alberta, Canada 2009

LC–2 interpret and produce oral and written texts		30-3Y LEVEL
LC–2.1 aural interpretation	a. understand short oral texts on unfamiliar topics from a variety of media in guided situations	**NOTES:**
LC–2.2 written interpretation	a. understand short written texts on unfamiliar topics from a variety of media in guided situations	
LC–2.3 visual interpretation	a. derive meaning from the visual elements of a variety of media	
LC–2.4 oral production	a. produce short oral texts in guided and unguided situations	
LC–2.5 interactive fluency	a. manage short interactions in familiar situations, with pauses for planning and repair	
LC–2.6 written production	a. produce short written texts in guided and unguided situations	
LC–2.7 representation	a. express meaning through the use of multiple visual elements in a variety of media	
LC–3 apply knowledge of the sociocultural context		**30-3Y LEVEL**
LC–3.1 register	a. explore formal and informal uses of language in a variety of contexts	**NOTES:**

©Alberta Education, Alberta, Canada

LC–3 apply knowledge of the sociocultural context (continued)		30-3Y LEVEL
LC–3.2 idiomatic expressions	a. use learned idiomatic expressions appropriately in a variety of situations	**NOTES:**
LC–3.3 variations in language	a. adopt some variations in language; e.g., regional, age-related, gender, social class, accent	
LC–3.4 social conventions	a. explore and use a variety of social conventions	
LC–3.5 nonverbal communication	a. use a variety of forms of nonverbal communication appropriately	
LC–4 apply knowledge of how the Italian language is organized, structured and sequenced		**30-3Y LEVEL**
LC–4.1 cohesion/ coherence	a. link simple texts coherently b. organize texts to indicate steps in a procedure or directions to follow	**NOTES:**
LC–4.2 text forms	a. recognize different text forms delivered through a variety of media; e.g., videotaped instructions, reports with visuals b. analyze and identify the organizational structure of a variety of text forms; e.g., folk tales, newspaper articles, instructions for a game	
LC–4.3 patterns of social interaction	a. use complex social interaction patterns; e.g., *Mi scusi, potrebbe dirmi …*	

GC–1 historical and contemporary elements of Italian-speaking cultures		30-3Y LEVEL
GC–1.1 accessing/analyzing cultural knowledge of the Italian-speaking world	a. formulate questions in Italian about elements of Italian cultures; e.g., patterns of behaviour or interaction typical of people their own age b. use basic research skills to find out about Italian cultures c. explore and identify some elements of Italian cultures; e.g., key historical events and their influence on contemporary ways of life and cultural values	**NOTES:**
GC–1.2 applying cultural knowledge	a. apply knowledge of Italian cultures in interactions with people and texts b. interpret cultural behaviour that is different from their own	
GC–1.3 diversity within Italian-speaking cultures	a. apply knowledge of diverse elements of Italian cultures	
GC–1.4 valuing Italian-speaking cultures	a. express empathy for those whose cultural behaviour is different from their own b. participate in and contribute to activities and experiences that reflect Italian cultures	

©Alberta Education, Alberta, Canada

GC–2 affirming and valuing diversity		30-3Y LEVEL
GC–2.1 awareness of first language	a. identify ways in which their first language and Italian are similar and different	**NOTES:**
GC–2.2 general language knowledge	a. identify how and why languages borrow from one another b. recognize that languages evolve and adapt over time	
GC–2.3 awareness of own culture	a. identify some influences on the development of their personal identity	
GC–2.4 general cultural knowledge	a. identify that within any culture there are important differences in the way people speak and behave b. identify some of the factors that affect the culture of a particular region c. explore various ways in which individuals acquire a cultural identity	
GC–2.5 valuing diversity	a. recognize and acknowledge different perspectives	
GC–2.6 intercultural skills	a. explore representations of their own culture as seen from the outside b. identify and make use of institutions that facilitate contact with other countries and cultures	

©Alberta Education, Alberta, Canada

GC–3 personal and career opportunities		30-3Y LEVEL
GC–3.1 Italian and Italian-speaking cultures	a. explore opportunities for further studies or careers related to Italian, and explore applications of Italian language and culture in the global workplace and marketplace and in their personal and social lives	**NOTES:**
GC–3.2 cultural and linguistic diversity	a. explore applications of language and cultural learning in their personal and social lives and in the global workplace and marketplace	
S–1 language learning		**30-3Y LEVEL**
S–1.1 cognitive	a. select and use a variety of cognitive strategies to enhance language learning; e.g., use technology and other reference materials	**NOTES:**
S–1.2 metacognitive	a. select and use a variety of metacognitive strategies to enhance language learning; e.g., reflect upon own performance and that of others	
S–1.3 social/affective	a. select and use a variety of social and affective strategies to enhance language learning; e.g., participate actively in brainstorming for a newly given task	
S–2 language use		**30-3Y LEVEL**
S–2.1 interactive	a. select and use a variety of interactive strategies; e.g., use a range of communicative devices to sustain conversations	**NOTES:**
S–2.2 interpretive	a. select and use a variety of interpretive strategies; e.g., prepare questions or a guide to facilitate comprehension	

©Alberta Education, Alberta, Canada

S–2	language use (continued)	30-3Y LEVEL
S–2.3 productive	a. select and use a variety of productive strategies; e.g., use a variety of resources to sustain and enrich communication	NOTES:
S–3	**general learning**	**30-3Y LEVEL**
S–3.1 cognitive	a. select and use a variety of cognitive strategies to enhance general learning; e.g., distinguish between fact and opinion when using a variety of sources of information	NOTES:
S–3.2 metacognitive	a. select and use a variety of metacognitive strategies to enhance general learning; e.g., take responsibility for planning, monitoring and reflecting on learning experiences	
S–3.3 social/affective	a. select and use a variety of social and affective strategies to enhance general learning; e.g., use support strategies to help and encourage one another	

Appendix B: Vocabulary and Classroom Expressions

Please note that the vocabulary and expressions listed here are suggestions compiled through consultation with teachers. This list should not be considered mandatory or exhaustive.

Idiomatic Expressions

	Exclamations
Macchè! (Che sciocchezze!)	Nonsense!
È fantastico!	That is fantastic!
Peccato!	Too bad!
Senz'altro!	Of course!
Mamma mia!	Wow!
È vero!	That's right!
Smettila!	Stop (doing this)!
Non seccarmi!	Stop bothering me!
Zitto!	Be quiet!
In bocca al lupo!	Good luck!
Buon divertimento!	Have fun!
A domani!	See you tomorrow!
Arrivederci!	Bye!
Salute!	Bless you!
Buon appetito!	Enjoy your meal!
Fai attenzione	Pay attention!
Magnifico!	Great!
Sei stato/a fortunato/a!	You were lucky!
Buona fortuna!	Good luck!
Divertiti/divertitevi!	Enjoy yourself/yourselves!
Perbacco!	Darn it!
Non è di moda!	So not in!
Grazie a Dio/Meno male!	Thank goodness!

Idioms Used in Sports – Physical Exercise and Games

Fare dello sport	to do sports
Fare una corsa a piedi/in bicicletta/a nuoto/in macchina	to race by running, riding a bike, swimming or driving
Pronti, attenti, via!	On your marks, set, go!
Il tuo turno.	Your turn.
Chi incomincia?	Who's first?
Il turno di Pietro è l'ultimo.(Pietro ha l'ultimo turno)	Peter's turn is last.
	General Expressions
Fare attenzione (colloquial)	to pay attention
Accennare col capo	to nod
Stringere la mano	to shake one's head
Avere paura di	to be afraid of something
Impaurirsi	to get scared
Avere voglia/il desiderio di (fare qualche cosa)	to feel like (doing something)
Essere fortunato	to be fortunate/lucky
Ho mal di piedi/testa/gola/ stomaco	My foot/head/throat/stomach hurts.
È saporito.	That tastes good.
Il cane non ti fa male.	The dog won't hurt you.
Non fa niente.	That doesn't matter.
Non m'interessa. Non m'importa.	It doesn't bother me. I don't care.
Non mi interessa.	I don't care.
Mi diverto.	I enjoy it.
Che cosa è successo?	What is the matter?
Cosa c'è per pranzo?	What's for dinner?
Cosa danno alla televisione?	What's on TV tonight?
Mi dispiace.	I am sorry.

©Alberta Education, Alberta, Canada

	General Expressions (continued)
Ho fame/sete.	I am hungry/thirsty.
La maglia ti sta bene.	The sweater looks good on you.
Lui è in ritardo.	He is late.
L'autobus è in ritardo di dieci minuti.	My bus was 10 minutes late.
Ho perso l'autobus.	I missed the bus.
Per favore/piacere ascoltami!	Please listen to me!
Buon compleanno!	Happy Birthday!
Ti interessa lo sport/ la musica?	Are you interested in sports/music?
D'accordo!	Agreed!
Sono stanco/a di questo. Non ne posso più.	I am sick of it. I've had it.
Essere quieto come un topolino.	to be as quiet as a mouse
È il mio libro.	The book belongs to me.
Questo libro va sullo scaffale.	This book belongs on the shelf.
Questo è il suo posto.	to be the proper place for something
Mi manca il mio amico/la mia amica.	I miss my friend.
Lei ascolta quello che dico.	he listens to me (what I have to say)
Lei ascolta i suoi genitori./ Lei ubbidisce ai suoi genitori.	She listens to her parents (= obey).
Dipende ...	It depends ...
Fortunatamente	luckily
Non mi diverto.	I don't enjoy it.
	General Idioms
Sono talmente frustrato!	I am so frustrated!
Sono fuori di me	I am beside oneself

©Alberta Education, Alberta, Canada 2009

	General Idioms (continued)
Non mi ricordo il suo nome.	I can't remember his name.
Non ho la minima idea.	I can't think of anything.
Ti ricordi quando noi ...?	Do you remember when we ...?
Puoi immaginare?	Can you imagine?
Immagina!	Just imagine!
Cosa ne pensi di ciò?	What do you think about that?
Trovare la soluzione	to get to the root/bottom of the matter
È impossibile!	That's impossible!
Non ho alcun'idea.	I have no idea.
Hai ragione.	You are right.
Quasi vero!	Almost true.
Hai Proprio ragione.	You are quite right!
Alle due e mezza in punto/2:30 in punto	at two thirty sharp/at 2:30 sharp
Non sono affari tuoi.	That's none of your business.
studiare per gli esami	to cram (for exams)
È arrabbiata con me.	She is upset with me/angry at me.
Finalmente capisco.	I (suddenly) begin to understand.
A mio parere è .../Secondo me ...	In my view this is .../In my opinion ...
Devo badare a qualche cosa	I need to take care of something
Qualcuno si sente male	somebody feels ill (or unwell)
	Idioms Using Body Parts
Sbattere la testa contro il muro	to beat one's head against a brick wall
Accigliarsi	to frown
Scuotere le spalle	to shrug one's shoulders

©Alberta Education, Alberta, Canada

	Idioms Using Body Parts (continued)
Essere stordito	to be staggered
Vai via!	Get lost!
Ne ho avuto abbastanza	to have had enough
Sono stanco/a.	I am sick and tired of it.
Augurare buona fortuna a qualcuno/a	to wish someone good luck (In Canada we cross one's fingers for good luck.)
fare una valutazione approssimativa	to make a rough estimate
Fare qualche cosa contro la propria natura	to do something against one's very nature
Mi dà sui nervi/mi scoccia	That gets on my nerves./That really bothers me.
Mi secca.	That is getting to me./That bothers me.

©Alberta Education, Alberta, Canada 2009

Classroom Phrases (Teacher)

	English
Aggiungete altre parole.	Add more words.
Le frasi sono corrette o sbagliate?	Are the statements right or wrong?
Fate delle domande!	Ask questions.
Correggete le vostre risposte.	Check your answers.
Scegliete due domande.	Choose two questions.
Raccogliete informazioni su ...	Collect information about ...
Colorate la fotografia/il ritratto.	Colour the picture.
Paragonate le vostre parole con quelle del vostro compagno/ della vostra compagna.	Compare your words with your partner.
Parla di più con il tuo compagno/la tua compagna .	Speak more with your partner.
Trovate un compagno o una compagna.	Find a partner.
Completate le frasi con le parole dal brano	Complete the sentences with words from the text.
Riempite gli spazi.	Fill in the blanks.
Copiate la tabella.	Copy the chart.
Correggete gli sbagli/errori.	Correct the mistakes.
Correggete le frasi sbagliate.	Correct the wrong sentences.
Dividete il brano in cinque paragrafi.	Divide the text into five paragraphs.
Cosa pensate?	What do you think?
Disegnate una stanza/camera.	Draw a room.
Spiegate ...	Explain ...
Riempite con le parole appropriate/adatte.	Fill in the right words.
Questo libro/film tratta di una donna.	This movie/book is about a woman.

©Alberta Education, Alberta, Canada

	English (continued)
In questo libro/film l'opinione è ...	In this book/movie, the opinion is ...
Quello non è il problema.	That is not the issue.
Di che cosa tratta? (e.g., il libro)	What is it talking about? (e.g., the book)
Trovate argomenti per la discussione.	Find topics for discussion.
Trovate le domande alle risposte.	Find the questions to the answers.
Completate la storia.	Finish the story.
Offrite buone ragioni per sostenere le vostre opinioni.	Give good reasons for your opinions.
Indovinate	Guess ...
Come potrebbe continuare la storia/il racconto?	How might the story continue/go on?
Immaginate ...	Imagine ...
Ascoltate il CD.	Listen to the CD.
Guardate le immagini.	Look at the pictures.
Prendete degli appunti.	Make notes.
Scrivete/fate delle frasi.	Make sentences.
Abbinate le parti della frase.	Match the sentence parts.
Abbinate le frasi con le domande.	Match the sentences to the questions.
Aprite il libro a pagina 25. (quaderno, diario, giornale)	Open your textbook at page 25. (workbook, folder, diary)
Mettete i verbi appropriati.	Put in the right verbs.
Mettete le frasi nell'ordine giusto.	Put the sentences in the right order.
Raggruppate queste parole nei gruppi adatti.	Group these words in the groups that they belong.
Leggete ad alta voce.	Read out loud.
Vi ricordate ...	Do you remember ...

© Alberta Education, Alberta, Canada 2009

	English (continued)
Ancora una volta, per favore/piacere.	One more time, please.
Scambiate il vostro quaderno con quello del vostro compagno/della vostra compagna .	Swap/trade your folder with your partner.
Parlate del vostro animale preferito/dei vostri animali preferiti.	Talk about your pet/pets.
Parla con il tuo compagno/la tua compagna.	Talk to your partner.
Usate un dizionario.	Use a dictionary.
Quali righe dal brano si riferiscono alle immagini?	What lines from the text go with the pictures?
Come si dice questo in inglese?	How do you say that/this in English?
Scrivete una storiella/un racconto.	Write a story.
Descrivete la vostra famiglia.	Write about your family.
Scrivete le frasi nell'ordine giusto.	Write the sentences in the right order.
Di che cosa tratta il racconto?	What is the story about?
Il racconto tratta di ...	The story is about ...
Nel racconto troviamo ...	In the story, we find ...
Aprite il vostro libro a pagina ...	Open your books at page ...
Andate a pagina ...	Turn to page ...
Leggete il brano alla pagina ...	Read the text on page ...
Copiate il testo.	Copy the text.
Cosa vedete nell'immagine?	What do you see on the picture?

©Alberta Education, Alberta, Canada

	English (continued)
Qui vedete una serie di quattro immagini. Per prima cosa descrivete quello che voi vedete nella prima.	Here you see a series of four pictures. First describe what you see in the first picture.
Come continua?	How does it continue?
Per favore formate delle coppie.	Please form pairs/pair off.
Per favore formate gruppi di tre o quattro.	Please form groups of three/four.
Mi dispiace ma è sbagliato.	That's wrong, I'm afraid.
È corretto/giusto.	That's right/correct.
Bene! Bravo! Eccellente!	Good! Excellent!
Per favore, distribuisci i fogli?	Could you pass out the worksheets?
Fate questo esercizio per compito.	Do this exercise for homework.
Zitti e sedetevi per favore.	Be quiet. Sit down, please.
Non fate tanto chiasso per favore!	Not so loud please!

Classroom Phrases (Students)

	English
Posso andare al bagno per favore?	Can I go to the washroom, please?
Posso andare al bagno?	May I go to the washroom?
Posso aiutare?	Can I help?
Posso aprire la finestra per favore?	May/Can I open the window, please?
Mi dispiace, mi sono dimenticato il mio compito.	Sorry, I forgot my homework.
Scusi/Senta?	Sorry/ Pardon me?
Come si dice ... in italiano?	How do you say ... in Italian?
Come si dice in italiano?	How do you say that in Italian?
Posso dirlo in inglese?	Can I say it in English?
Qual è la parola italiana per ...?	What's the Italian word for ...?
Non capisco.	I don't understand.
Può ripetere per favore?	Could you please repeat that? (to teacher)
Puoi ripetere per favore?	Could you please repeat that? (to student)
Come si scrive?	How do you write/spell that?
L'ho fatto già/ L'ho già fatto.	I've already done that.
Abbiamo dei compiti?	Do we have homework?
A quale pagina/ quale esercizio?	What page/exercise?
Non lo so.	I don't know.
Non ho nessun'idea / non ne ho la minima idea.	I have no idea.

© Alberta Education, Alberta, Canada

Italian Expressions

	English Meaning (continued)
Io sono il vostro professore d'italiano. Io sono la vostra professoressa d'italiano. Mi chiamo ... Come ti chiami/vi chiamate?	I'm your Italian teacher. My name is ... What's your name?
Alzatevi! Sedetevi!	Stand up! Sit down!
Accendi la luce/Spegni la luce.	Switch on/off the light.
Chiudete gli occhi.	Close your eyes.
Ascoltate attentamente.	Listen carefully.
Guardatemi.	Look at me.
Alzate la mano.	Raise your hands. Put up your hands.
Ripetete dopo di me. Seguite la mia indicazione.	Repeat after me. Follow my lead.
Sbrigatevi. Fate presto!	Hurry up! Be quick!
Zitti/silenzio per piacere! Fate silenzio per favore!	Be quiet! Quiet, please!
Attenzione!	Watch out! Be careful!
Aspettate alla porta/all'ingresso.	Wait at the door.
Non correte per favore.	Don't run (rush)! Please!
Camminate lentamente.	Walk slowly!
Incominciamo! Cominciamo! Continuiamo!	Let's begin! Let's start! Let's go on!
Smettila per favore. Non farlo.	Stop it (that), please! Don't do that!
Portami ..., per piacere/favore! Dammi ..., per piacere/per favore!	Bring me the ..., please! Give me the ..., please!

© Alberta Education, Alberta, Canada 2009

	English Meaning (continued)
Apri la porta! Chiudi la finestra!	Open the door! Shut the window(s)!
Ripeti/Ripetete dopo di me. Dillo ancora/un'altra volta. Ripetiamo. Ancora. Un'altra volta (ancora).	Repeat (after me). Say it again. Let's repeat. Again. Once more (again).
Tutti insieme. Solo tu. Adesso in gruppo. Adesso tu, e tu, dopo tu/voi ...	All together. Only you. Now in groups. Now you, and you, then you ...
Ad alta voce, per favore! Piano/lentamente per favore!	Louder, please! Speak up! Slow down, please!
Hai capito/Avete capito? Mi capisci/Mi capite?	Did you understand? Do you understand me?
Giochiamo ancora! Andiamo in palestra!	Let's play a game! Let's go to the gym!
È una buon'idea. Mi piace molto.	That's a good idea. I like that (very much).
Va bene. Non fa niente ...Va bene.	It's okay. Never mind. That's all right.
Che cosa ti/vi piace? Che cosa vuoi/volete?	What would you like? What do you want?
Qual è il problema? Cosa succede?	What's the matter? What's going on?
Chi vuole cantare?	Who'd like to sing? Who wants to sing? Who is going to sing?
Di chi è il turno? È il mio turno? È il tuo turno. Scegliete una pedina diversa e mettetela sulla casella d'inizio.	Who's turn is it? Is it my turn? It's your turn. Choose a different counter each and place it on "START" (quarters).

©Alberta Education, Alberta, Canada

	English Meaning (continued)
Comincia il giocatore con il numero più alto.	The player with the highest number goes first.
Tirate il dado a turni	Take turns to roll/throw the dice.
Tira il dado.	Throw the dice.
Vai avanti tre caselle (quarti).	Move forward three spaces (quarters).
Se butti un sei, hai un altro turno.	If you throw a 6, you have another turn.
Muovi la tua pedina in avanti.	Move your marker/game piece ahead.

Questions about School

	English Meaning
Che classe fai?	What grade are you in?
Quale scuola frequenti?	Which school do you attend?
Quali corsi segui?	What courses are you taking?
Quale corso preferisci?	Which course do you prefer?
Devi fare tanti compiti?	Do you have a lot of homework?
Gli esami sono difficili?	Are the exams difficult?
Ti piace studiare di più da solo o con altri studenti?	Do you like to study more on your own or with other students?
La scuola è lontana da dove abiti?	Is the school far from where you live?
Pratichi degli sport?	Do you play sports?
Quali sono i tuoi passatempi?	What are your hobbies?
Che cosa vuoi fare in futuro?	What are your future plans?

© Alberta Education, Alberta, Canada 2009

Classroom Vocabulary

	Classroom Vocabulary
la lavagna	blackboard
il proiettore per le diapositive	slide projector
lo schermo	screen
la bacheca per gli annunci	bulletin board
la puntina	tack
la matita	pencil
la penna biro	pen
la penna a inchiostro	fountain pen
il gesso	chalk
la matita a colori	coloured pencil
il cancellino	eraser
il liquido per la correzione	liquid paper
la riga	ruler
foglio dei compiti	handout/worksheet
le diapositive	slides
Il lucido	transparency
penne per il proiettore	overhead pen (water soluble)
graffetta	paper clip
la colla	glue
le forbici	scissors
la perforatrice	hole punch
la spillatrice	stapler
il quaderno	notebook

©Alberta Education, Alberta, Canada

Appendix C: Planning Tools

Instructional Planning Guide C–2

Year Plan C–5

Unit Plan Overview C–7

Unit Plan A C–8

Unit Plan B C–9

Unit Plan C C–10

Lesson Plan A C–11

Lesson Plan B C–12

How "Listener-friendly" Is My Instruction? C–13

Examples of General Accommodations C–14

Examples of Instructional Accommodations C–15

Examples of Assessment Accommodations C–16

Sample Text Forms C–17

Alternative Learning Activities Menu C–18

Sample Independent Study Agreement C–19

Group Roles Organizer C–20

Sample List of Learning Strategies C–21

©Alberta Education, Alberta, Canada

Instructional Planning Guide

As you design a learning activity, consider students' individual needs and learning profiles to determine the accommodations, modifications and adaptations that will be necessary for success.

⊙ Outcomes

Determine the outcomes that students can reasonably accomplish.

- ❑ Select fewer outcomes, partial outcomes or outcomes from a different course level if necessary.

Determine what the students will be able to demonstrate as a result of this learning activity.

- ❑ Consider the accommodations, modifications and adaptations necessary to ensure student success in achieving all or part of the outcomes.

⊙ Learning Activities

Select appropriate instructional strategies and learning activities that will create opportunities for students to successfully achieve the target outcomes.

- ❑ Decide how students will apply their learning.
- ❑ Ensure opportunities for students to use different learning modalities; e.g., visual, auditory.
- ❑ Present and support key concepts and instructions using demonstration, oral and written steps and exemplars of completed assignments.
- ❑ Break down assignments or tasks into smaller, more manageable parts.
- ❑ Give clear, concrete instructions and:
  - ___ provide a visual reference of the sequence of key steps in completing the assignment
  - ___ provide a checklist of assignment parts for students to mark as tasks are completed
  - ___ support written instructions with picture prompts or highlight directions using a colour-coding system
  - ___ record directions or lectures for playback
  - ___ repeat instructions
  - ___ have students recall instructions in sequence.
- ❑ Model and demonstrate to promote understanding of directions.
- ❑ Check in with students regularly to check task understanding and to provide feedback and clarification on specific aspects of the assignment.
- ❑ Highlight key points of the lesson orally and visually.
- ❑ Select extension activities that will reinforce and extend learning.
- ❑ Write assignments and homework on chart paper or the board. Ensure that students write down assignments in their agendas.
- ❑ Help students stay on task by employing a cueing strategy.

Identify the key concepts of the learning activity.

- ❑ Consider how the activity has been designed to motivate and engage student interest.
- ❑ Determine how to present an overview of the learning activity.
- ❑ Ensure that the learning activity provides opportunities for students to relate the key concepts to their own experiences or understanding.
- ❑ Build in opportunities to make connections between what the students know and what they are learning.

Adapted with permission from Calgary Learning Centre (Calgary, Alberta, 2003).

©Alberta Education, Alberta, Canada

Consider how the students will be organized for instruction and the type of groupings that will be most effective (partner, small group, large group).

- ❑ Use flexible grouping to determine the best fit for a particular activity. Decisions about grouping students may be based on different factors depending on the end goal, such as learning profile, interest, readiness or need.

⊙ Learning Environment

Consider the classroom environment and individual student work spaces.

- ❑ Provide a quiet work station like a study carrel in a corner of the classroom.
- ❑ Plan seating arrangements for students with attention issues based on traffic patterns and overt distractions; e.g., windows, door, hallway, computer.
- ❑ Partner students with a peer for support and guidance.

⊙ Resources

Decide on the resources that will be used for the learning activity, including oral, print, media texts and community resources.

- ❑ Locate necessary materials and resources to support different reading levels, learning styles and student needs.
- ❑ Consider using graphic organizers to present information.

Prepare resources to assist students with learning difficulties.

- ❑ Rewrite materials at a lower reading level.
- ❑ Provide a graphic organizer for note taking; e.g., cloze style.
- ❑ Highlight passages of text.
- ❑ Reformat handouts and tests as necessary. For example, provide lines for written responses, put one question per page, rewrite questions or information at a lower reading level, enlarge print and spacing between lines of print.
- ❑ Identify Web-based supports; e.g., simulations.

Ensure that students have the assistive tools and devices to support their learning styles or needs, for example:

___ highlighters, calculators, sticky notes, rulers, markers, erasable pens, adapted scissors, graph paper, special lined paper, pencil grip, date/number line taped to desk
___ a copy of the lecture notes
___ enlarged or reduced text
___ scribe
___ recordings
___ picture prompts
___ manipulatives
___ overlays
___ computers

© Alberta Education, Alberta, Canada

⊙ Assessment

Decide what evidence will show whether the students have achieved the outcomes.

Determine the best way for students to demonstrate their learning.

- ❑ Provide assessment options for students to "show what they know."

Make necessary preparations for alternative testing procedures, resources and materials.

- ❑ Does the student need:
  - ___ an audio recording of the test
  - ___ a scribe to write down his or her ideas or answers
  - ___ the test questions read aloud
  - ___ a time extension
  - ___ fewer questions?

Determine the focus of the assessment for evaluation purposes.

For example, if you are evaluating students on their understanding of the content, do not penalize for spelling errors or missing punctuation.

Select or develop rubrics, exemplars and checklists to support student evaluation.

Provide immediate, specific and constructive feedback.

- ❑ Emphasize the quality of work and perseverance rather than quantity.

Provide opportunities for student self-reflection and self-evaluation.

- ❑ Consider necessary alternate assessment options to accommodate different learning styles, interests or strengths.
- ❑ Share assignment criteria lists, checklists, standards and exemplars with students.

⊙ Time line

Record important assignments and text due dates on a master calendar and have students write these dates in their agendas.

- ❑ Show students how to plan for longer assignments by using a calendar.
- ❑ Show students how to study for an upcoming test.
- ❑ Provide students with a study guide of important skills and concepts.

Consider the pace of the learning activity and the needs of the students.

- ❑ Consider ways to change the pace and allow students to focus on the task for more condensed periods of time, if necessary.
- ❑ Prepare an assignment summary with task increments and time line to guide student's completion of the assignment. Provide time warnings for task completion.
- ❑ Extend deadlines for those students who require more time to complete assignments.

©Alberta Education, Alberta, Canada

Year Plan

Course Level(s): _____ School Year: _____ Teacher(s): _____

	September	October	November	December	January
Unit(s)					
Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment and Evaluation					

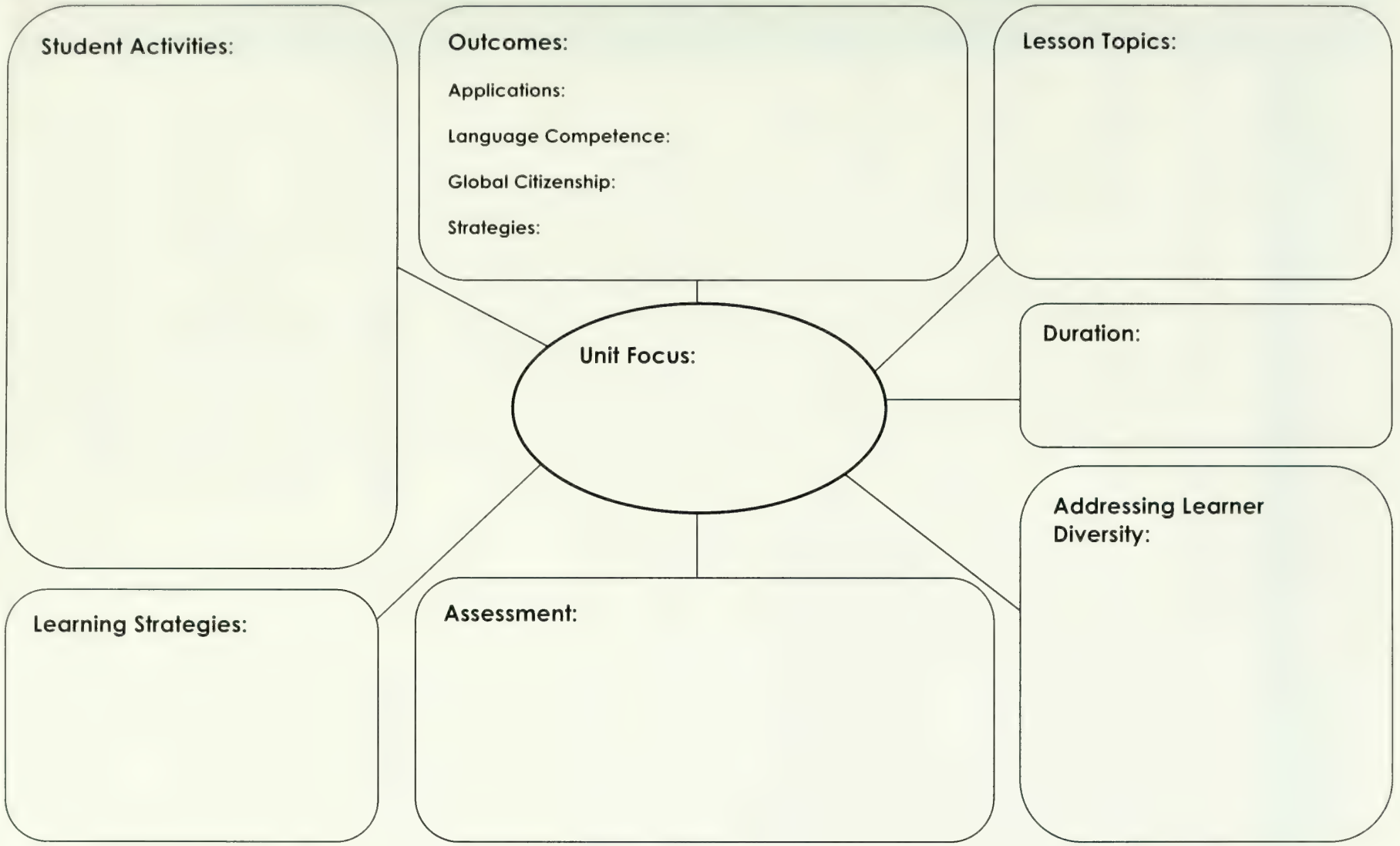
Year Plan

Course Level(s): _____ School Year: _____ Teacher(s): _____

	February	March	April	May	June
Unit(s)					
Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment and Evaluation					

©Alberta Education, Alberta, Canada

Unit Plan Overview



Unit Plan A

Course Level(s): _____ Unit Focus: _____ Teacher(s): _____

Outcomes:

- Applications
- Language Competence
- Global Citizenship
- Strategies

Possible Student Learning Strategies:

Teaching and Learning Activities:

Resources:	Planning for Diversity:	Assessment and Evaluation:

©Alberta Education, Alberta, Canada

Unit Plan B

Day	Outcomes	Teaching and Learning Activities	Resources	Planning for Diversity	Assessment/Evaluation
1					
2					
3					
4					
5					
6					

©Alberta Education, Alberta, Canada

Title:	Time line:
General outcome:	
Specific outcomes	Learning strategies and activities
Getting ready activities (Strategies for activating and assessing prior knowledge, and creating interest in new unit)	
Assessment strategies and activities	Enrichment strategies
Resources	
Home/school/community connections	Cross-curricular connections

©Alberta Education, Alberta, Canada

Lesson Plan A

Lesson Title:

Date and Class:

Outcomes Addressed:

Applications:

Language Competence:

Global Citizenship:

Strategies:

Possible Student Learning Strategies:

Materials Required:

Teaching and Learning Activities:

Differentiation of Instruction:

Opportunity for Assessment:

©Alberta Education, Alberta, Canada

Lesson Plan B

Lesson Title: _____

Date: _____ **Class:** _____

Outcomes

- ✦ Applications
- ✦ Language Competence
- ✦ Global Citizenship
- ✦ Strategies

Possible Student Learning Strategies:

Lesson Description

Differentiation of Instruction

☐ yes ☐ not necessary

If yes, description:

Assessment

Materials

©Alberta Education, Alberta, Canada

How "Listener-friendly" Is My Instruction?

Review the strategies below and mark the column that **best fits your current practice** for helping students focus on what is important in the learning activity.

	Yes	Not Yet
• I reduce distractions for my students; e.g., close the door, move students near the front and away from windows.	❍	❍
• I communicate clearly what my expectations of the students are during the class.	❍	❍
• I provide students with some form of an advanced organizer at the beginning of class to alert them to what will be addressed in the learning activity.	❍	❍
• I consistently review and encourage recall of previously presented information; e.g., summarizing, asking questions, allowing time to review previous notes and handouts.	❍	❍
• I use cue words and phrases to signal important information; e.g., In summary ..., Note the following ..., Pay attention to ..., Record this important fact ..., This is important ..., Listen carefully.	❍	❍
• I use transitional phrases to cue and signal the organization of information; e.g., first, second, third; next; before/after; finally.	❍	❍
• I highlight important information by using bold, italics and different coloured text.	❍	❍
• I vary my volume, tone of voice and rate of speech to emphasize important ideas and concepts.	❍	❍
• I present information in many different ways; e.g., discussion, video, audio, small group assignments, transparencies, slide show presentations.	❍	❍
• I repeat important ideas and concepts by rephrasing and using multiple examples.	❍	❍
• I write important ideas, key concepts and vocabulary on the board or overhead transparency.	❍	❍
• I use visual aids and objects to support the concepts and information that are presented; e.g., pictures, diagrams, maps, manipulatives, graphic organizers, overhead projector.	❍	❍
• I provide examples and non-examples of concepts.	❍	❍
• I frequently check for understanding; e.g., ask questions during the class, encourage students to ask questions during and after a presentation, encourage students to relate new information to old.	❍	❍
• I provide students with opportunities to discuss concepts with a partner or small group.	❍	❍
• I provide students with opportunities to work with and/or practise new skills and concepts.	❍	❍
• I allow time for reflection at the end of the class; e.g., review important ideas, summarize, ask questions, self-evaluate.	❍	❍
• I briefly review the important concepts at the end of the class and preview what will be happening next class.	❍	❍

Adapted from Anne Price, "Listen Up" handout (Calgary, AB: Calgary Learning Centre, 1995). Adapted with permission from Calgary Learning Centre.

Examples of General Accommodations

Methods of Instruction

- ❑ Vary amount of material to be learned.
- ❑ Vary amount of material to be practised.
- ❑ Vary time for practice activities.
- ❑ Use advance organizers.
- ❑ Cue student to stay on task; e.g., private signal.
- ❑ Facilitate student cueing (student providing cues to the teacher).
- ❑ Repeat directions or have student repeat directions.
- ❑ Shorten directions.
- ❑ Pair written instructions with oral instructions.
- ❑ Use computer-assisted instruction.
- ❑ Use visual aids in lesson presentation.

Other _____

Task/Response

- ❑ Reduce or substitute required assignments.
- ❑ Adjust level of in-class assignments to academic level.
- ❑ Break long-term assignments into shorter tasks.
- ❑ Adjust amount of copying.
- ❑ Use strategies to enhance recall; e.g., cues, cloze.

Task/Response (cont'd)

- ❑ Provide student with a copy of notes.
- ❑ Accept dictated or parent-assisted homework assignments.
- ❑ Provide extra assignment time.
- ❑ Permit student to print.
- ❑ Provide a student buddy for reading.

Other_____

Materials

- ❑ Modify text materials (add, adapt or substitute).
- ❑ Make materials self-correcting.
- ❑ Highlight important concepts and information and/or passages.
- ❑ Use a desktop easel or slantboard to raise reading materials.
- ❑ Prepare recordings of reading/textbook materials.
- ❑ Provide an extra textbook for home use.
- ❑ Allow use of personal word lists, cue cards.
- ❑ Increase use of pictures, diagrams, concrete manipulators.
- ❑ Break materials into smaller task units.

Materials (cont'd)

- ❑ Increase print size in photocopying.
- ❑ Use daily homework assignment book.

Other _____

Organization for instruction

The student works best:

- ❑ in large group instruction
- ❑ in small group instruction
- ❑ when placed beside an independent learner
- ❑ with individual instruction
- ❑ with peer tutoring
- ❑ with cross-aged tutoring
- ❑ using independent self-instructional materials
- ❑ in learning centres
- ❑ with preferential seating
- ❑ with allowances for mobility
- ❑ in a quiet space within the classroom.

Other _____

Reinforcement Systems

- ❑ Provide immediate reinforcement.
- ❑ Give verbal praise for positive behaviour.
- ❑ Use tangible reinforcers.
- ❑ Send notes home.

Reinforcement Systems (cont'd)

- ❑ Complete progress charts.
- ❑ Allow special activities.
- ❑ Instruct student in self-monitoring; e.g., following directions, raising hand to talk.

Other _____

Assessment and Testing

- ❑ Adjust the test appearance; e.g., margins, spacing.
- ❑ Adjust the test design (T/F, multiple choice, matching).
- ❑ Adjust to recall with cues, cloze, word lists.
- ❑ Vary test administration (group/individual, open book, make-up tests).
- ❑ Audio record test questions.
- ❑ Select items specific to ability levels.
- ❑ Vary amount to be tested.
- ❑ Give extra test time.
- ❑ Adjust readability of test.
- ❑ Allow recorded reports for essays and/or long answers.
- ❑ Read test questions.
- ❑ Allow use of a scribe or a reader.
- ❑ Allow oral examinations.

Other _____

©Alberta Education, Alberta, Canada

Examples of Instructional Accommodations

Reading Difficulties	Written Expression Difficulties	Attention Difficulties	Memory Difficulties	Fine and Gross Motor Difficulties
❍ Use less difficult/alternative reading material. ❍ Reduce amount of reading required. ❍ Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets). ❍ Set time limits for specific task completion. ❍ Enlarge text of worksheets and reading material. ❍ Extend time to complete tests and assignments. ❍ Use large print editions of tests. ❍ Read test items aloud to student. ❍ Read standard directions several times at start of exam. ❍ Audio record directions. ❍ Use assistive technology (optical character recognition system, books on tape/CD, screen readers).	❍ Reduce volume of work. ❍ Break long term assignments into manageable tasks. ❍ Extend time for completing assignments. ❍ Offer alternative assignments. ❍ Allow student to work on homework while at school. ❍ Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets). ❍ Permit use of scribe or audio recorder for answers (student should include specific instructions about punctuation and paragraphing). ❍ Waive spelling, punctuation and paragraphing requirements. ❍ Accept keyword responses instead of complete sentences. ❍ Use assistive technology (word processor, spell-check device, grammar-check device, text-to-speech software).	❍ Provide alternative seating: — near teacher — facing teacher — at front of class, between well-focused students, away from distractions. ❍ Provide additional or personal work space (quiet area for study, extra seat or table, "time-out" spot, study carrels). ❍ Permit movement during class activities and testing sessions. ❍ Provide directions in written form: — on board — on worksheets — copied in assignment book by student. ❍ Set time limits for specific task completion. ❍ Extend time to complete tests and assignments. ❍ Allow student to take breaks during tests. ❍ Use multiple testing sessions for longer tests. ❍ Use place markers, special paper, graph paper or writing templates to allow student to maintain position and focus attention better. ❍ Provide cues; e.g., arrows, stop signs on worksheets and tests. ❍ Provide a quiet, distraction-free area for testing. ❍ Allow student to wear noise buffer device such as headphones to screen out distracting sounds. ❍ Provide checklists for long, detailed assignments.	❍ Provide a written outline. ❍ Provide directions in written form (on board, on worksheets, copied in assignment book by student). ❍ Provide a specific process for turning in completed assignments. ❍ Provide checklists for long, detailed assignments. ❍ Read and discuss standard directions several times at start of examinations. ❍ Provide cues, e.g., arrows, stop signs, on worksheets and tests. ❍ Allow student to use reference aids (dictionary, word processor, vocabulary cue card).	❍ Use assistive and adaptive devices: — pencil or pen adapted in size or grip diameter — alternative keyboards — portable word processor. ❍ Set realistic and mutually agreed-upon expectations for neatness. ❍ Reduce or eliminate the need to copy from a text or board; e.g., — provide copies of notes — permit student to photocopy a peer's notes — provide carbon/NCR paper to a peer to copy notes. ❍ Extend time to complete tests and assignments. ❍ Alter the size, shape or location of the space provided for answers. ❍ Accept keyword responses instead of complete sentences. ❍ Allow student to type answers or to answer orally instead of in writing.

Adapted with permission from Calgary Learning Centre (Calgary, Alberta, 2002).

Examples of Assessment Accommodations

Some students require accommodations to allow classroom assessment to measure and communicate student growth and achievement clearly and realistically. Some students will know what they need to demonstrate their knowledge in the classroom and in testing situations. It is important to provide an opportunity for students and parents to suggest or respond to proposed assessment accommodations.

Sample assessment accommodations include:

- ❑ allowing extended time
- ❑ allowing breaks during the test
- ❑ reducing the number of questions
- ❑ breaking a test into parts and administering them at separate times
- ❑ providing an audio recorded test and making students aware that they may listen to part or all of the recording more than once
- ❑ providing a reader or a scribe
- ❑ providing an opportunity to record answers
- ❑ providing more detailed instructions and confirming the student's understanding of the test process
- ❑ administering the test in a small group setting or to an individual student
- ❑ administering the test in a separate room, free from distractions
- ❑ providing noise buffers; e.g., headphones
- ❑ adjusting the test appearance; e.g., margins, spacing
- ❑ adjusting the test design (true/false, multiple choice, matching)
- ❑ adjusting the readability of the test
- ❑ allowing alternative formats such as webs or key points in place of essays or long answers
- ❑ reading test questions
- ❑ allowing use of a scribe or a reader
- ❑ allowing oral examinations
- ❑ allowing students to practise taking similar test questions.

©Alberta Education, Alberta, Canada

Sample Text Forms

Written Texts

- advertisements
- biographies and autobiographies
- brochures, pamphlets and leaflets
- catalogues
- dictionaries and grammar references
- encyclopedia entries
- folk tales and legends
- forms
- graffiti
- instructions and other "how to" texts
- invitations
- journals and logs
- labels and packaging
- letters (business and personal)
- lists, notes and personal messages
- maps
- menus
- newspaper and magazine articles
- plays, screenplays
- poetry
- programs
- questionnaires
- recipes
- reports
- manuals
- short stories and novels
- signs, notices and announcements
- stories
- textbook articles
- tickets, timetables and schedules
- banners
- book jackets
- booklets
- cartoons
- comic strips
- bulletin boards
- posters
- almanacs
- atlases
- choral readings
- codes
- collages
- greeting cards
- graphic organizers
- research projects
- picture books
- storyboards
- e-mail

Oral Texts

- advertisements or announcements
- ceremonies (religious and secular)
- interpretive dialogues
- formal and informal conversations
- interviews
- telephone messages
- oral stories and histories
- plays and other performances
- oral reports and presentations
- songs and hymns
- telephone conversations
- story telling
- speeches
- rhymes, poetry

Multimedia Texts

- computer and board games
- movies and films
- slide/tape/video presentations
- television programs
- Web sites
- CD–ROM, multimedia projector
- digital slide shows
- chat rooms
- blogs

Alternative Learning Activities Menu

Name: _____ **Date:** _____

Complete three activities to create a horizontal, vertical or straight line. If you choose to use the "Your Idea" box, you must first have your activity approved by your teacher.

I have had my idea approved by my teacher: Yes/No Teacher Initials _____ __

I agree to complete all three activities by _____ (Date)

DEMONSTRATE	**PLAN**	**INTERVIEW**
RESEARCH	**YOUR IDEA**	**SURVEY**
DISPLAY	**CREATE**	**EVALUATE**

©Alberta Education, Alberta, Canada

Sample Independent Study Agreement

Name:	Course Level:	Date:

This is a contract between you and your teacher. By writing your initials on each of the blanks beside the statements, you agree to follow these conditions. If you do not meet the conditions set in this contract, you will have to return to the class and your project will be discontinued immediately.

Read each statement below and write your initials beside it to show your understanding and agreement.

Learning Conditions

_____ I will complete all alternative learning activities in my Independent Study Agreement by _____ (date).

_____ I will prepare for and complete the unit's assessment at the same time as the rest of the class.

_____ I will participate in whole-class activities as the teacher assigns them.

_____ I will keep a daily log of my progress in my learning log.

_____ I will share what I have learned from my independent study with the class in an interesting way. I will prepare a brief presentation of five to seven minutes and make sure that I include some kind of a visual aid; e.g., poster, picture, digital slide show.

Working Conditions

_____ I will check in with the teacher at the beginning and end of each class period.

_____ I will work on my chosen topic for the entire class period on the days my teacher assigns.

_____ I will not bother anyone or call attention to the fact that I am doing different work than others in the class.

Student's Signature _____

Teacher's Signature _____

Sample Independent Study Agreement: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 75) by Susan Winebrenner, copyright © 2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800–735–7323; www.freespirit.com. All rights reserved.

Group Roles Organizer

Fill in one or more names for the roles below before beginning your group work.

Checker:	**Timekeeper:**	**Questioner:**
Recorder:	**Reporter:**	**Encourager:**
Materials Manager:	**Observer:**	**Other:**

Group Roles Organizer

Fill in one or more names for the roles below before beginning your group work.

Checker:	**Timekeeper:**	**Questioner:**
Recorder:	**Reporter:**	**Encourager:**
Materials Manager:	**Observer:**	**Other:**

©Alberta Education, Alberta, Canada

Sample List of Learning Strategies

Language Learning Strategies

Cognitive Language Learning Strategies

- ☐ listen attentively
- ☐ perform actions to match words of a song, story or rhyme
- ☐ learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- ☐ imitate sounds and intonation patterns
- ☐ memorize new words by repeating them silently or aloud
- ☐ seek the precise term to express meaning
- ☐ repeat words or phrases in the course of performing a language task
- ☐ make personal dictionaries
- ☐ experiment with various elements of the language
- ☐ use mental images to remember new information
- ☐ group together sets of things—vocabulary, structures—with similar characteristics
- ☐ identify similarities and differences between aspects of the Italian language and own language
- ☐ look for patterns and relationships
- ☐ use previously acquired knowledge to facilitate a learning task
- ☐ associate new words or expressions with familiar ones, either in Italian or in own language
- ☐ find information, using reference materials like dictionaries, textbooks and grammars
- ☐ use available technological aids to support language learning; e.g., cassette recorders, computers
- ☐ use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- ☐ place new words or expressions in a context to make them easier to remember
- ☐ use induction to generate rules governing language use
- ☐ seek opportunities outside of class to practise and observe
- ☐ perceive and note down unknown words and expressions, noting also their context and function
- ☐ be aware of cognates whose meanings vary in different languages

Metacognitive Language Learning Strategies

- ☐ check copied writing for accuracy
- ☐ make choices about how you learn
- ☐ rehearse or role-play language
- ☐ decide in advance to attend to the learning task
- ☐ reflect on learning tasks with the guidance of the teacher
- ☐ make a plan in advance about how to approach a language learning task
- ☐ reflect on the listening, reading and writing process
- ☐ decide in advance to attend to specific aspects of input
- ☐ listen or read for key words

- ☐ evaluate own performance or comprehension at the end of a task
- ☐ keep a learning log
- ☐ experience various methods of language acquisition and identify one or more considered to be particularly useful personally
- ☐ be aware of the potential of learning through direct exposure to the language
- ☐ know how strategies may enable coping with texts containing unknown elements
- ☐ identify problems that might hinder successful completion of a task and seek solutions
- ☐ monitor own speech and writing to check for persistent errors
- ☐ be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and procedures accordingly

Social/Affective Language Learning Strategies

- ☐ initiate or maintain interaction with others
- ☐ participate in shared reading experiences
- ☐ seek the assistance of a friend to interpret a text
- ☐ reread familiar self-chosen texts to enhance understanding and enjoyment
- ☐ work cooperatively with peers in small groups
- ☐ understand that making mistakes is a natural part of language learning
- ☐ experiment with various forms of expression and note their acceptance or nonacceptance by more experienced speakers
- ☐ participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- ☐ use self-talk to feel competent to do the task
- ☐ be willing to take risks, and try unfamiliar tasks and approaches
- ☐ repeat new words and expressions occurring in own conversations, and make use of these new words and expressions as soon as appropriate
- ☐ reduce anxiety by using mental techniques, such as positive self-talk or humour
- ☐ work with others to solve problems, and get feedback on tasks

Language Use Strategies

Interactive Language Use Strategies

- ☐ use words from own first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in the second language
- ☐ acknowledge being spoken to
- ☐ interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, drawing pictures
- ☐ indicate lack of understanding verbally or nonverbally; e.g., *scusi, mi dispiace, non ho capito,* raised eyebrows, blank look
- ☐ ask for clarification or repetition when something is not understood; e.g., *Che cosa vuoi dire?, Può ripetere, per favore?*
- ☐ use other speakers' words in subsequent conversations

©Alberta Education, Alberta, Canada

- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., raised eyebrows, blank look
- start again, using a different tactic, when communication breaks down; e.g., *Quello che cerco di dire è ...*
- use a simple word similar to the concept to convey and invite correction; e.g., *pesce for trota*
- invite others into the discussion
- ask for confirmation that a form used is correct; e.g., *Si può dire così?*
- use a range of fillers, hesitation devices and gambits to sustain conversations; e.g., *ma, veramente, dunque*
- use circumlocution to compensate for lack of vocabulary; e.g., *quella cosa per appendere i panni for attaccapanni*
- repeat part of what someone has said to confirm mutual understanding; e.g., *Allora, quello che tu vuoi dire è ...*
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding; e.g., *Mi spiego?*
- use suitable phrases to intervene in a discussion; e.g., *parlando di ...*
- self-correct if errors lead to misunderstandings; e.g., *Quello che voglio dire è ...*

Interpretive Language Use Strategies

- use gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what is expected to be heard or read, based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess own information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts

Productive Language Use Strategies

- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing own text
- revise and correct final version of text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive General Learning Strategies

- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- record key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

©Alberta Education, Alberta, Canada

Metacognitive General Learning Strategies

- ☐ reflect on learning tasks with the guidance of the teacher
- ☐ reflect upon own thinking processes and how you learn
- ☐ choose from among learning options
- ☐ discover how own efforts can affect learning
- ☐ decide in advance to attend to the learning task
- ☐ divide an overall learning task into a number of subtasks
- ☐ make a plan in advance about how to approach a task
- ☐ identify own needs and interests
- ☐ manage own physical working environment
- ☐ keep a learning journal, such as a diary or a log
- ☐ develop criteria for evaluating own work
- ☐ work with others to monitor own learning
- ☐ take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective General Learning Strategies

- ☐ watch others' actions and copy them
- ☐ seek help from others
- ☐ follow own natural curiosity and intrinsic motivation to learn
- ☐ participate in cooperative group learning tasks
- ☐ choose learning activities that enhance understanding and enjoyment
- ☐ be encouraged to try, even though mistakes might be made
- ☐ take part in group decision-making processes
- ☐ use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- ☐ take part in group problem-solving processes
- ☐ use self-talk to feel competent to do the task
- ☐ be willing to take risks, and try unfamiliar tasks and approaches
- ☐ monitor own level of anxiety about learning tasks and take measures to lower it if necessary; e.g., deep breathing, laughter
- ☐ use social interaction skills to enhance group learning activities

Appendix D: Graphic Organizers

How I Contribute to Group Work D–2
How I Can Help My Group D–3
Activity Reflection D–4
Collecting My Thoughts D–5
How to Use KWL Charts D–6
KWL Chart D–7
How to Use a Brainstorming Web D–8
Brainstorming Web D–9
Idea Builder D–10
How to Create a Mind Map D–11
Sample Mind Map D–12
How to Use Venn Diagrams D–13
Venn Diagram D–14
Five Senses Wheel D–15
Triple T-chart D–16
Y-chart D–17
Five Ws and HI D–18
A Day in the Life D–19
How to Use PMI Charts D–20
PMI Chart D–21
What I Have, What I Need D–22
Making a Decision D–23
IDEA Decision Maker D–24
Consider the Alternatives D–25
Influences on Decision Making D–26
Goal-setting Organizer 1 ..... D–27
Goal-setting Organizer 2 ..... D–28
Goal-setting Organizer 3 ..... D–29
Goal-setting Organizer 4 ..... D–30

©Alberta Education, Alberta, Canada 2009

How I Contribute to Group Work

My role in this group is _____

_____.

I do my job by:

- _____
- _____
- _____

I say things like:



The most challenging part of this job is _____.

The best part of this job is _____.

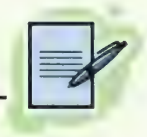
I would rate my performance in the role of _____

as _____.

Reproduced from Alberta Learning, *Health and Life Skills Kindergarten to Grade 9 Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. C.31.

©Alberta Education, Alberta, Canada

How I Can Help My Group



Name: _____ Date: _____

During group work, when someone:

- ☆ keeps interrupting, I feel _____

  I can help make this situation better by _____

- ☆ argues, I feel _____

  I can help make this situation better by _____

- ☆ puts down others, I feel _____

  I can help make this situation better by _____

- ☆ complains, I feel _____

  I can help make this situation better by _____

- ☆ fools around, I feel _____

  I can help make this situation better by _____

- ☆ bosses others around, I feel _____

  I can help make this situation better by _____

- ☆ doesn't listen to others, I feel _____

  I can help make this situation better by _____

- ☆ is off-topic, I feel _____

  I can help make this situation better by _____

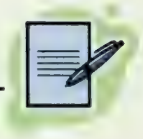
- ☆ is very quiet, I feel _____

  I can help make this situation better by _____

Reproduced from Alberta Learning, *Health and Life Skills Kindergarten to Grade 9 Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. C.33.

© Alberta Education, Alberta, Canada

Activity Reflection



Name: _____

Date: _____

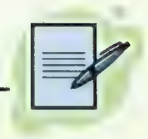
Activity: _____

What did I (we) do?	What were the results?
What could we do now?	
What are the most important things I learned from this activity?	
How could I use the new information and skills from this activity in the future?	

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), pp. 74, 75.

©Alberta Education, Alberta, Canada

Collecting My Thoughts



Name: _____ Date: _____

Here is everything I know about _____

_____

_____

_____

_____

_____

Here are some pictures of _____

Here are some questions I have: _____

_____

_____

_____

© Alberta Education, Alberta, Canada 2009

How to Use KWL Charts



Step 1 **Think about what you already KNOW about your topic. List those facts in the first column.**

For example, if your topic is "How I Talk to Others in a New Language," you may come up with these ideas.

What I know	What I want to find out	What I have learned
• Can use hand gestures and facial expressions to help the other person understand. • Don't be afraid to make mistakes!		

Step 2 **Think of the kinds of information you WANT to find out. List specific questions in the second column.**

What I know	What I want to find out	What I have learned
• Can use hand gestures and facial expressions to help the other person understand. • Don't be afraid to make mistakes!	• What do I do if I don't know how to say a word? • What do I do if I don't understand what the other person is saying?	

Step 3 **LEARN the answers to your questions. List that information, and anything else that you learn about your topic, in the third column.**



MS Word allows you to create your own chart electronically using the options in the **Table** menu.

© Alberta Education, Alberta, Canada

KWL Chart



Name: _____ Date: _____

Step 1	Step 2	Step 3
What I know	**What I want to find out**	**What I have learned**

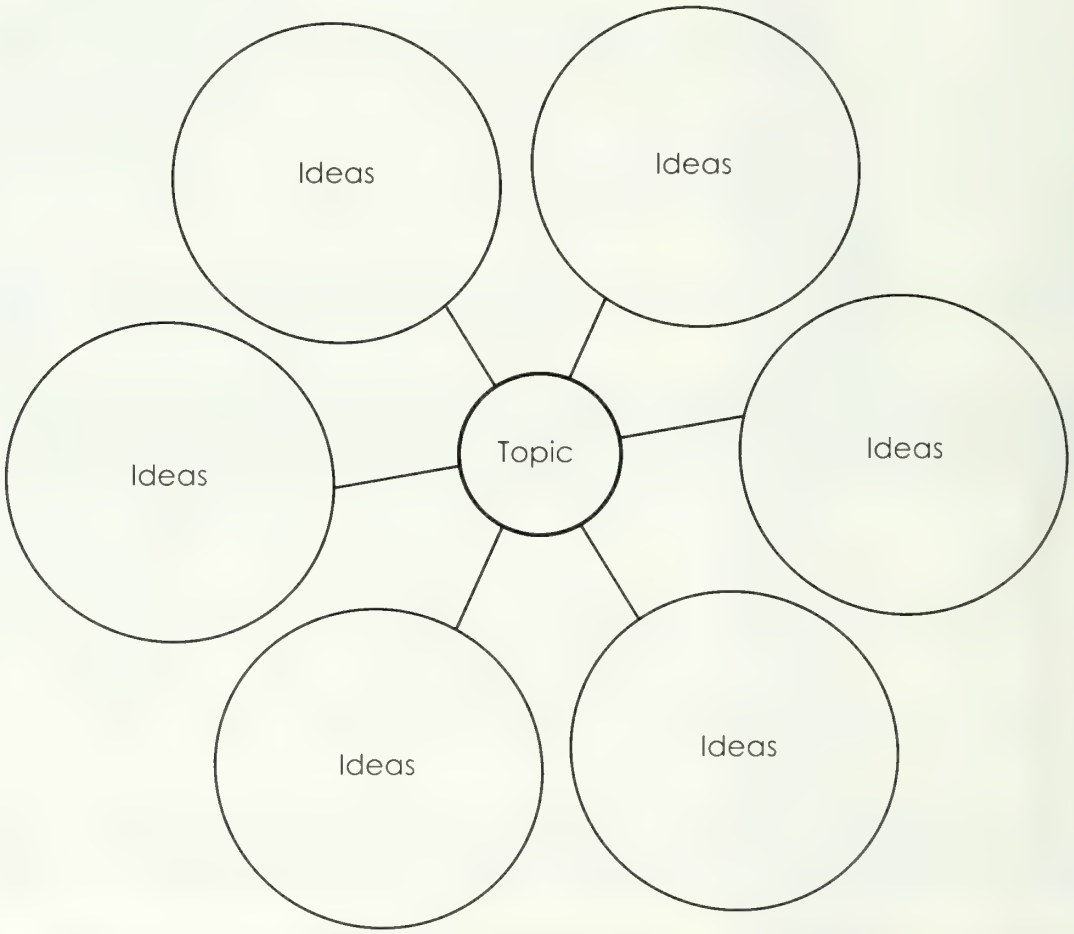
©Alberta Education, Alberta, Canada

How to Use a Brainstorming Web

Step 1 Identify your topic and use it as the title. Write it in the centre of your web.

Step 2 Identify categories of information and label each of the outer bubbles.

Step 3 Brainstorm and jot down ideas in each category.

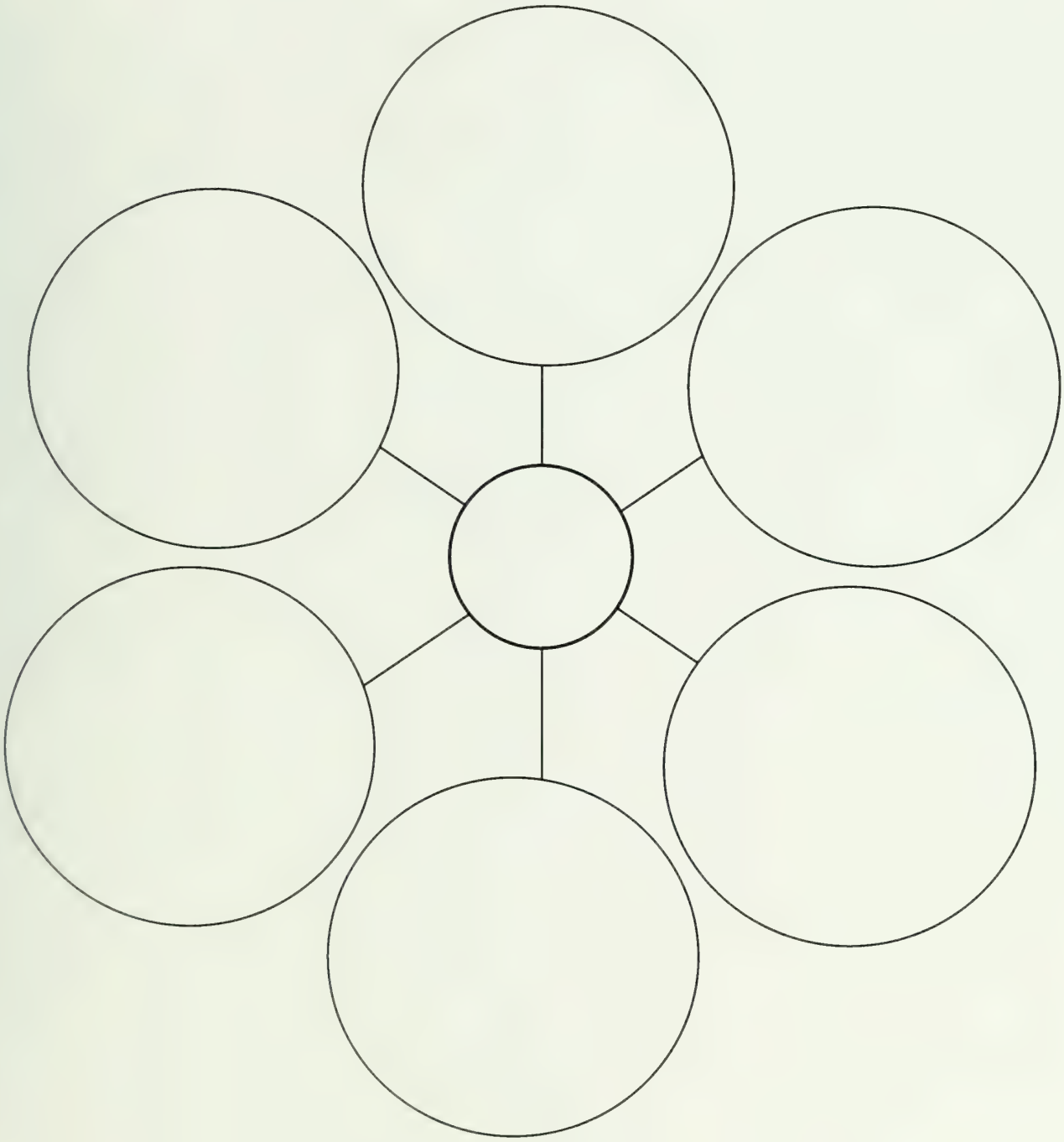


Newer versions of MS Word have a web-building option listed under **Diagram** on the **Insert** menu that lets you create your own web electronically.

©Alberta Education, Alberta, Canada

Brainstorming Web

Name: _____ Date: _____



Idea Builder



1. Key idea

2. Draw it

3. Facts

4. Sample sentence

5. Examples

6. Non-examples

7. Definition

Reproduced with permission from Edmonton Public Schools, *Thinking Tools for Kids: Practical Organizers* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999), p. 178.

©Alberta Education, Alberta, Canada

How to Create a Mind Map



What are mind maps?

Mind maps are diagrams that show related ideas and information on a topic. They are used to note and organize ideas and information in a way that is meaningful to you.

How do I create a mind map?

Step 1 Identify your topic and write it in the centre of the page. This is the centre of your mind map.

Step 2 As you think of a subtopic related to your main topic, write it next to the centre and connect it with a line. Use different colours or styles of writing for your different subtopics.

Step 3 Add information and ideas to the subtopics as you think of them and connect them in meaningful ways. Include ideas and information, such as:

- examples from your own experience
- things you have read or heard
- questions you want to answer
- feelings you have
- sketches.

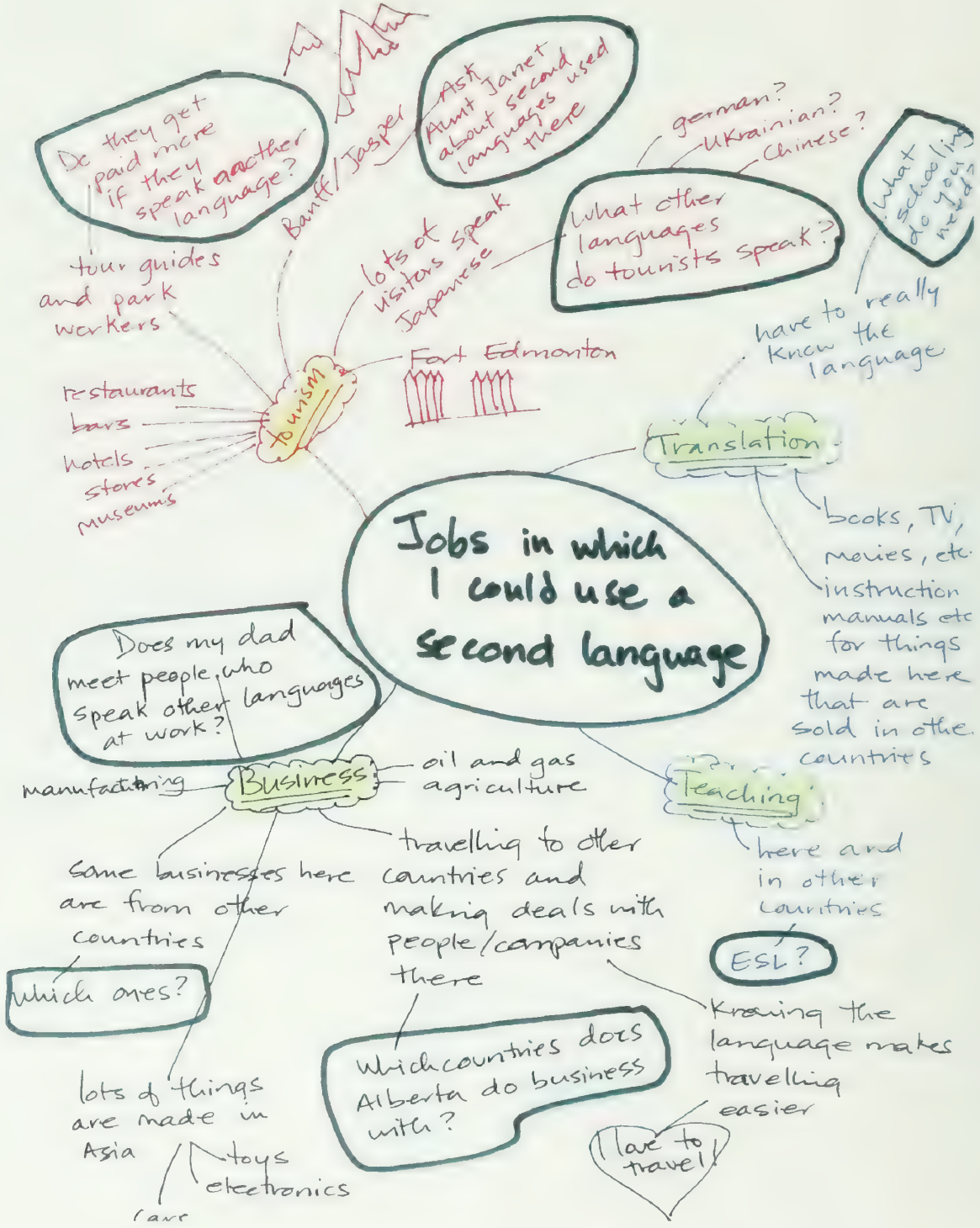
Step 4 Review the ideas and information you have written down and use circles, other shapes and/or colours to connect or group things.

You can use mind maps for many things, such as:

- collecting ideas, information and questions to guide your research
- reflecting on a presentation, group discussion, story, movie or television show
- collecting ideas for a story, poem, role-play or skit.

©Alberta Education, Alberta, Canada

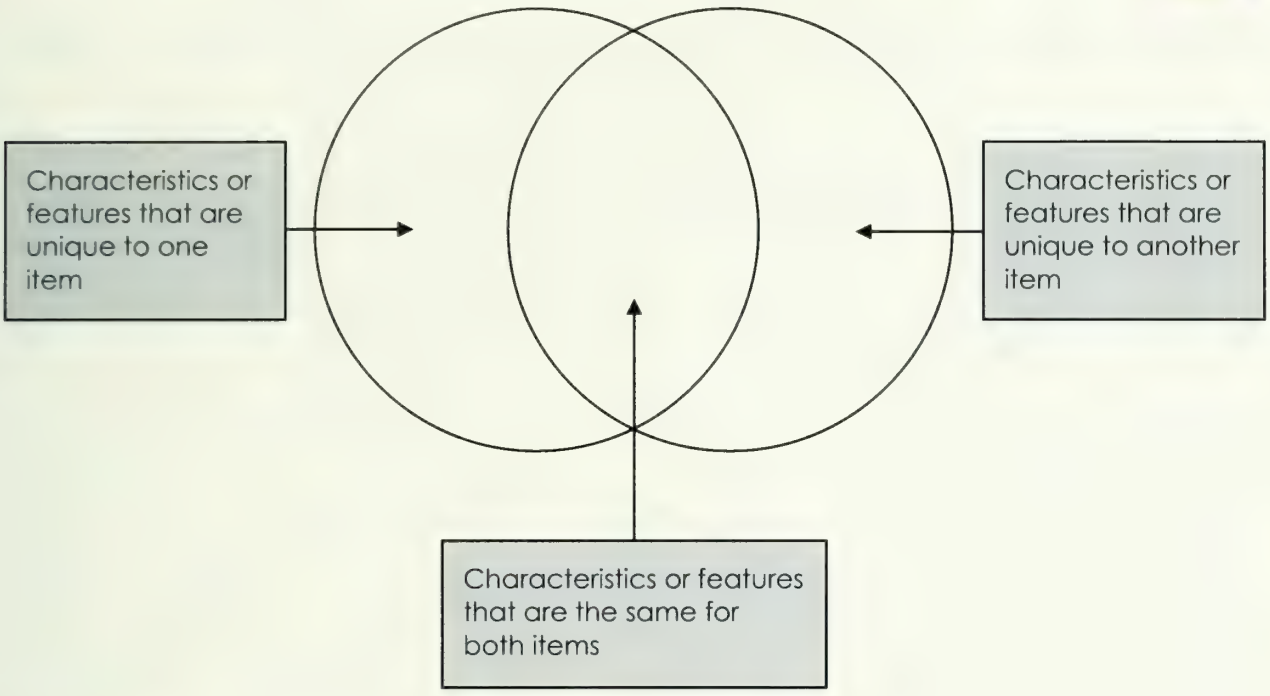
Sample Mind Map



In this sample, the student circled all the questions she had so that she could use them in an inquiry; e.g., "What I Want to Know" in a KWL chart.

©Alberta Education, Alberta, Canada

How to Use Venn Diagrams



Step 1 Label each side of the diagram with the name of each item you are comparing.

Step 2 Think about all the unique features or characteristics of the first item and write your ideas in the left part of the diagram.

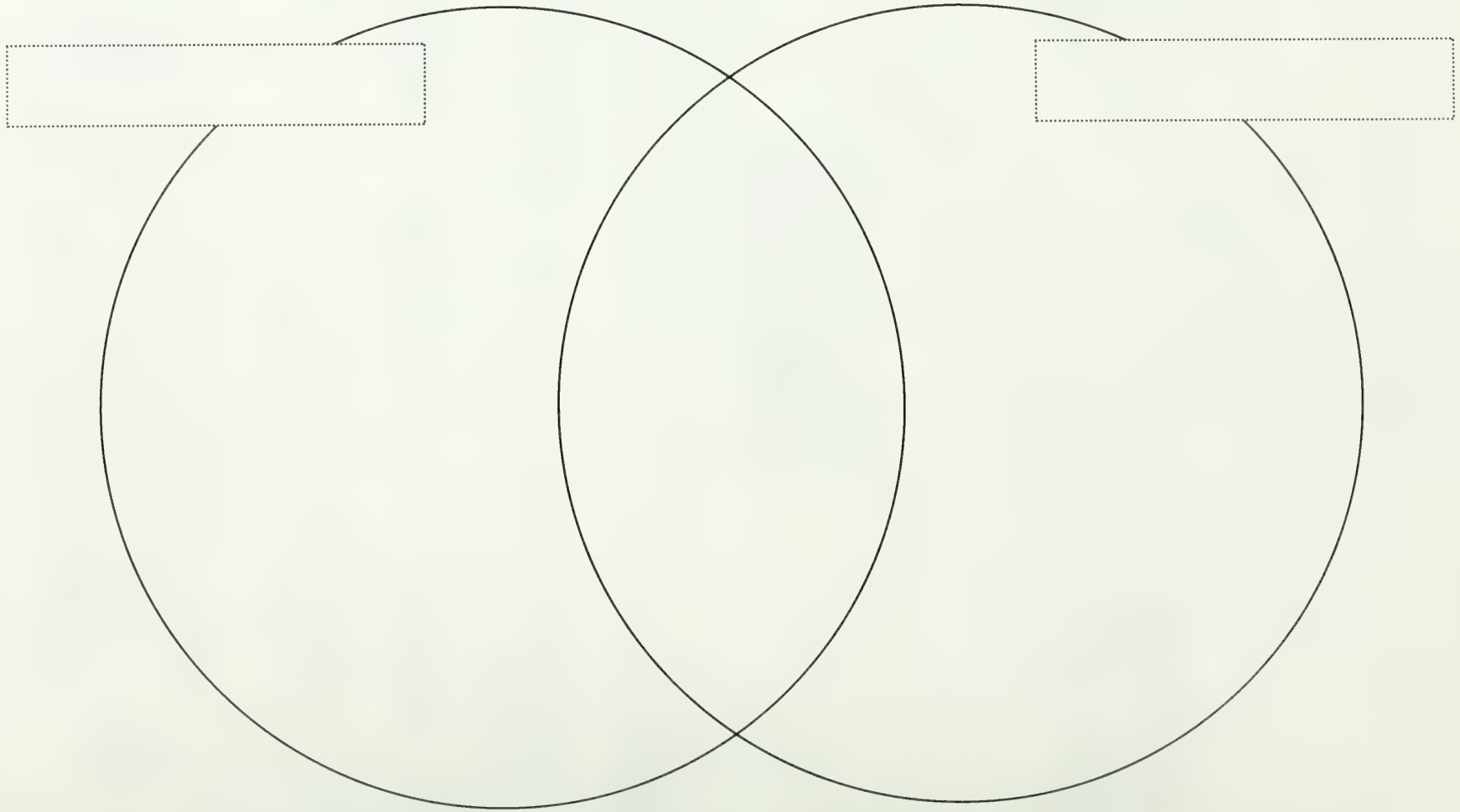
Step 3 Think about all the unique features or characteristics of the second item and write your ideas in the right part of the diagram.

Step 4 Think about all the features the items share and write your ideas in the middle of the diagram.

MS Word has a Venn diagram option listed under **Diagram** on the **Insert** menu that lets you build your own Venn diagram electronically.

Venn Diagram

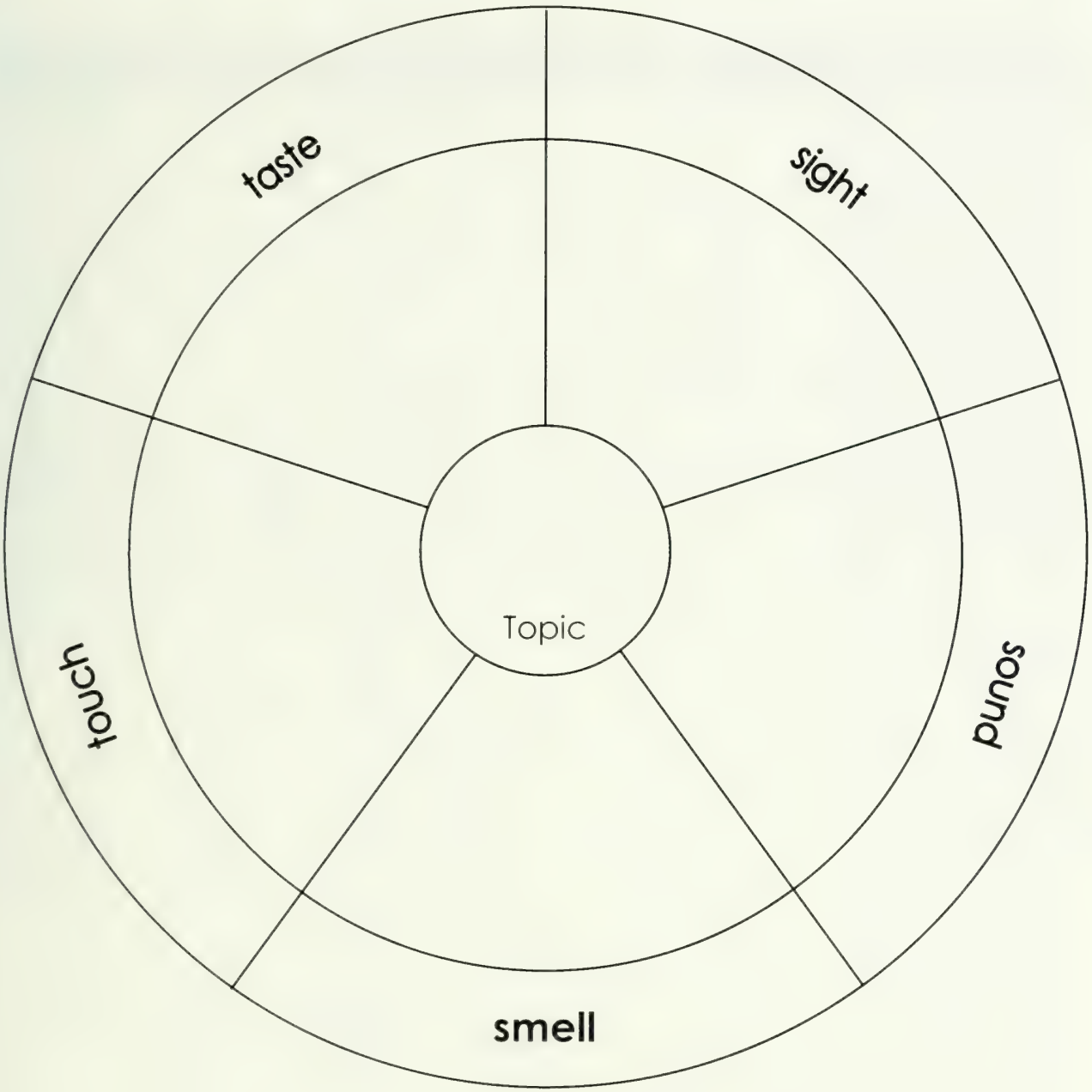
Name: _____ Date: _____



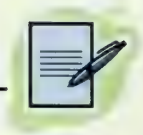
©Alberta Education, Alberta, Canada

Five Senses Wheel

Name: _____ Date: _____



Triple T-chart



Name: _____ Date: _____

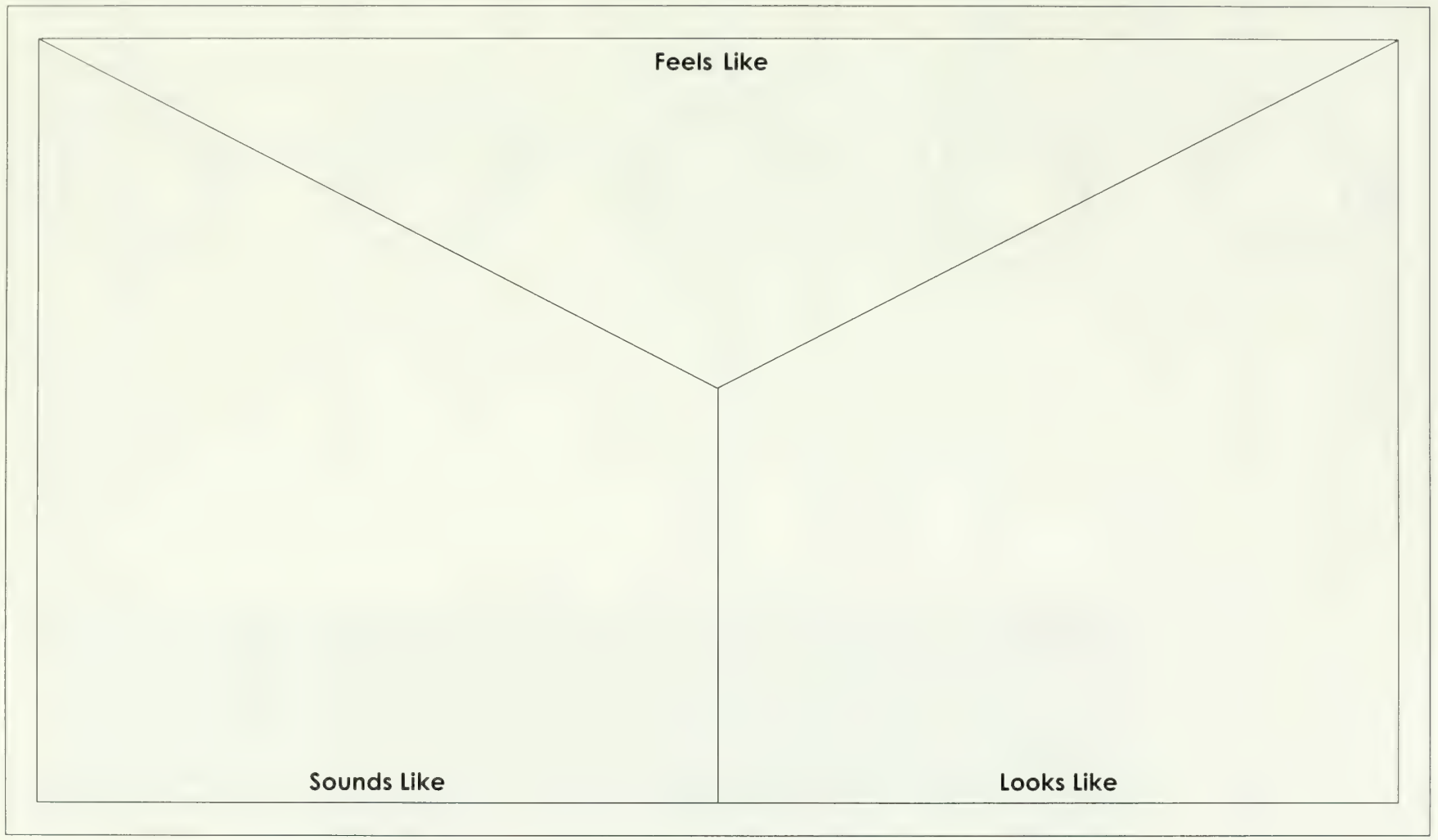
Title/Topic: _____

Looks like:	Sounds like:	Feels like:

©Alberta Education, Alberta, Canada

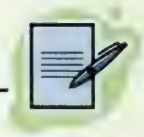
Y-chart

Name: _____ Date: _____



©Alberta Education, Alberta, Canada

Five Ws and HI



Name: _____ Date: _____

Fill in the chart with questions on your topic that you want to find answers to.

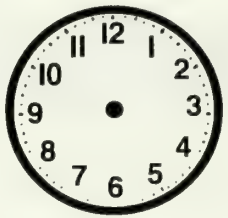
Who? List questions about **people**.	
What? List questions about **things** and **events**.	
Where? List questions about **places**.	
When? List questions about **times** and **dates**.	
Why? List questions about **reasons**, **causes** and **purposes**.	
How? List questions about **the way things happen**.	
If? List questions about **things that might happen**.	

© Alberta Education, Alberta, Canada

A Day in the Life

Name: _____ Date: _____




How to Use PMI Charts



Step 1 **P**lus: Think about all the advantages and good reasons for making the choice.

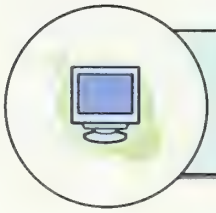
Step 2 **M**inus: Think about all the disadvantages and the down side of making the choice.

Step 3 List any information that is neither positive nor negative as **I**nteresting.

Example: *A PMI chart that shows the advantages and disadvantages of using the Internet as a research tool*

Using the Internet as a Research Tool

Plus	Minus	Interesting Information
• There is a lot of information. • You can look at a number of different sources in a short period of time. • You can do your research in the comfort of your home or classroom.	• If you do not know how to search well, it can take a long time to find what you need. • There is no guarantee that the information you find is accurate or of good quality. • The reading level of factual and historical information may be high.	• Most teenagers know more about using the Internet than adults! • Anybody can post information on the Internet. There are no rules to follow, no licenses.



MS Word allows you to create your own chart electronically using the options in the **Table** menu.

©Alberta Education, Alberta, Canada

PMI Chart



Name: _____ Date: _____

Title: _____

Plus	Minus	Interesting Information

©Alberta Education, Alberta, Canada 2009

What I Have, What I Need



What's my problem?

What are my choices?

A. B. C.

What choice would best meet my needs?

What resources do I have?

1.
2.
3.

What resources do I need?

1.
2.
3.

Step-by-step plan

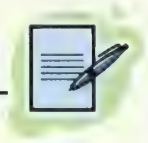
1.
2.
3.

How can I check my decision?

Reproduced with permission from Edmonton Public Schools, *Thinking Tools for Kids: Practical Organizers* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999), p. 232.

©Alberta Education, Alberta, Canada

Making a Decision



Issue: _____ Option: _____

	PROS +	CONS –
Facts:		
Feelings:		
My new ideas:		
My decision:		
My reasons for this decision:		

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 61.

©Alberta Education, Alberta, Canada

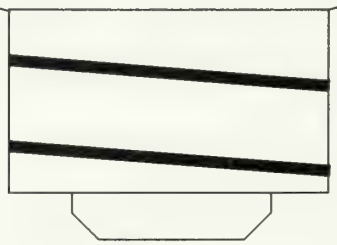
IDEA Decision Maker

Identify the problem

Describe possible solutions

Evaluate the potential consequences of each solution

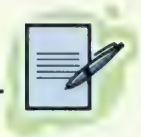
Act on the best solution



How did your IDEA work?
(Evaluate your results.)

©Alberta Education, Alberta, Canada

Consider the Alternatives



Decision-making situation or conflict to be resolved: _____

_____

_____

1 Option: _____

_____

_____

_____

Possible consequences: _____

_____

_____

_____

2 Option: _____

_____

_____

_____

Possible consequences: _____

_____

_____

_____

3 Option: _____

_____

_____

_____

Possible consequences: _____

_____

_____

_____

4 Option: _____

_____

_____

_____

Possible consequences: _____

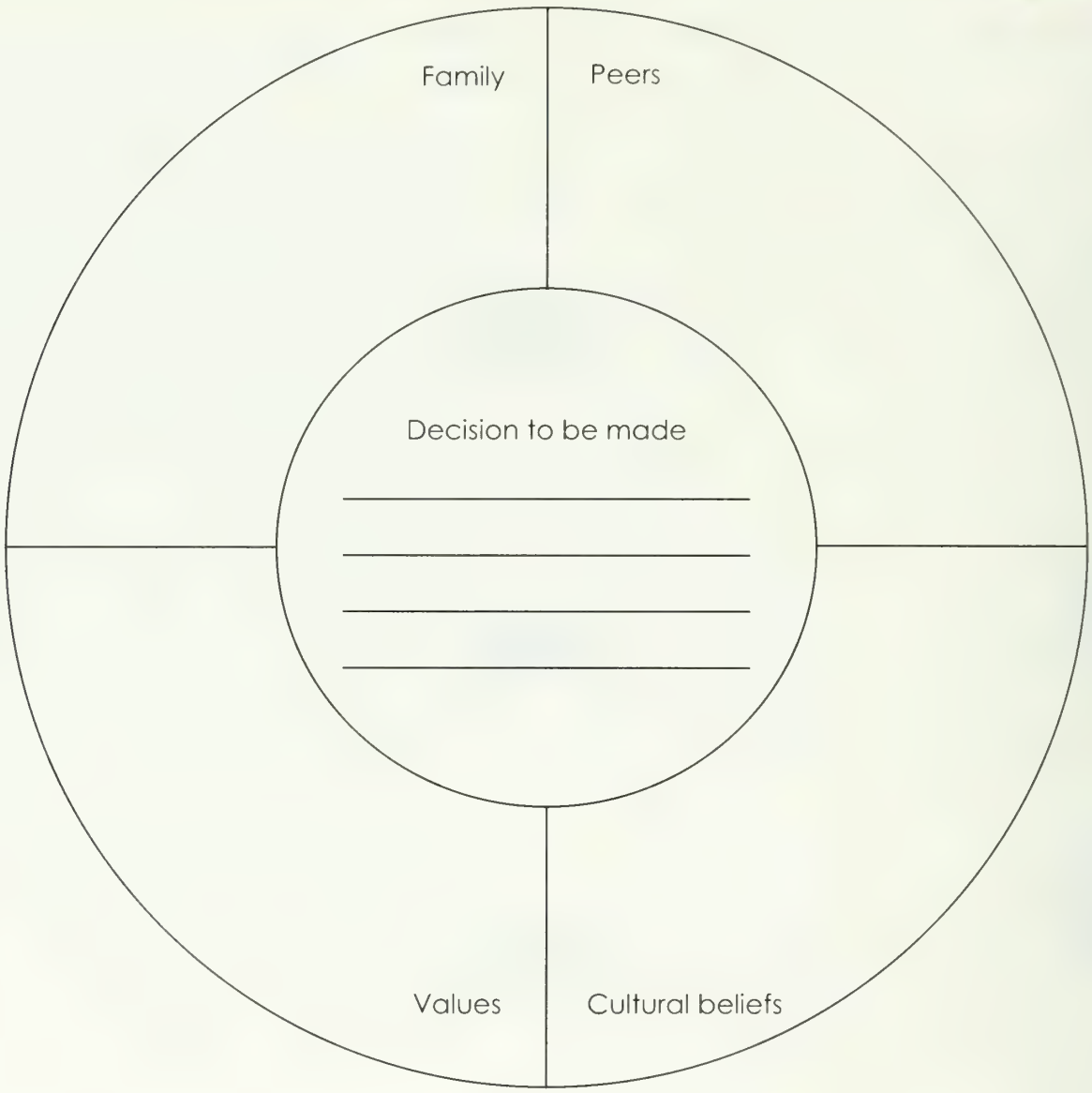
_____

_____

_____

© Alberta Education, Alberta, Canada

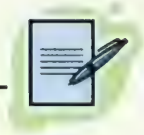
Influences on Decision Making



Questions you need to ask to help you make this decision

©Alberta Education, Alberta, Canada

Goal-setting Organizer 1



Name: _____ Date: _____

My goal is _____

_____

_____

I am choosing this goal because

_____

_____

To reach this goal I will:

1. _____

2. _____

3. _____

It will take me _____ days to reach my goal.

Why or why not? _____

_____

_____

_____

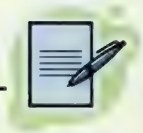
_____

Did I reach my goal?

- ☐ yes
- ☐ almost
- ☐ no

© Alberta Education, Alberta, Canada

Goal-setting Organizer 2



Name: _____

Date: _____

Is your goal:
- ☐ specific?
- ☐ measurable?
- ☐ achievable?
- ☐ realistic?
- ☐ time-based?

Goal	My goal is to …
Rationale	I chose this goal because …
Action plan	To reach this goal, I will …
Measurement	How will I know if I am successful?
Self-reflection	What would I do differently?

©Alberta Education, Alberta, Canada

Goal-setting Organizer 3

Name: _____ Date: _____

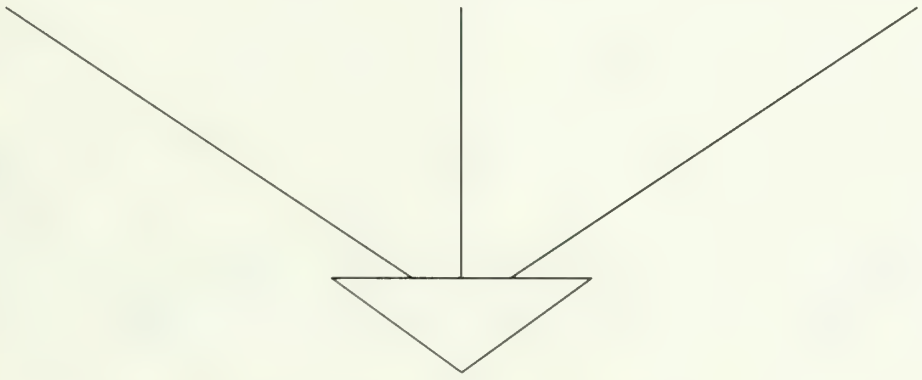
Goal Planning: Start Small

My long-term goal is _____

_____ by _____

The smaller steps that will help me reach this goal are:

Short-term Goal A	Short-term Goal B	Short-term Goal C
_____	_____	_____
_____	_____	_____
To reach this goal, I will:	To reach this goal, I will:	To reach this goal, I will:
• _____	• _____	• _____
• _____	• _____	• _____
• _____	• _____	• _____
by _____	by _____	by _____



I will know I have reached my long-term goal when _____

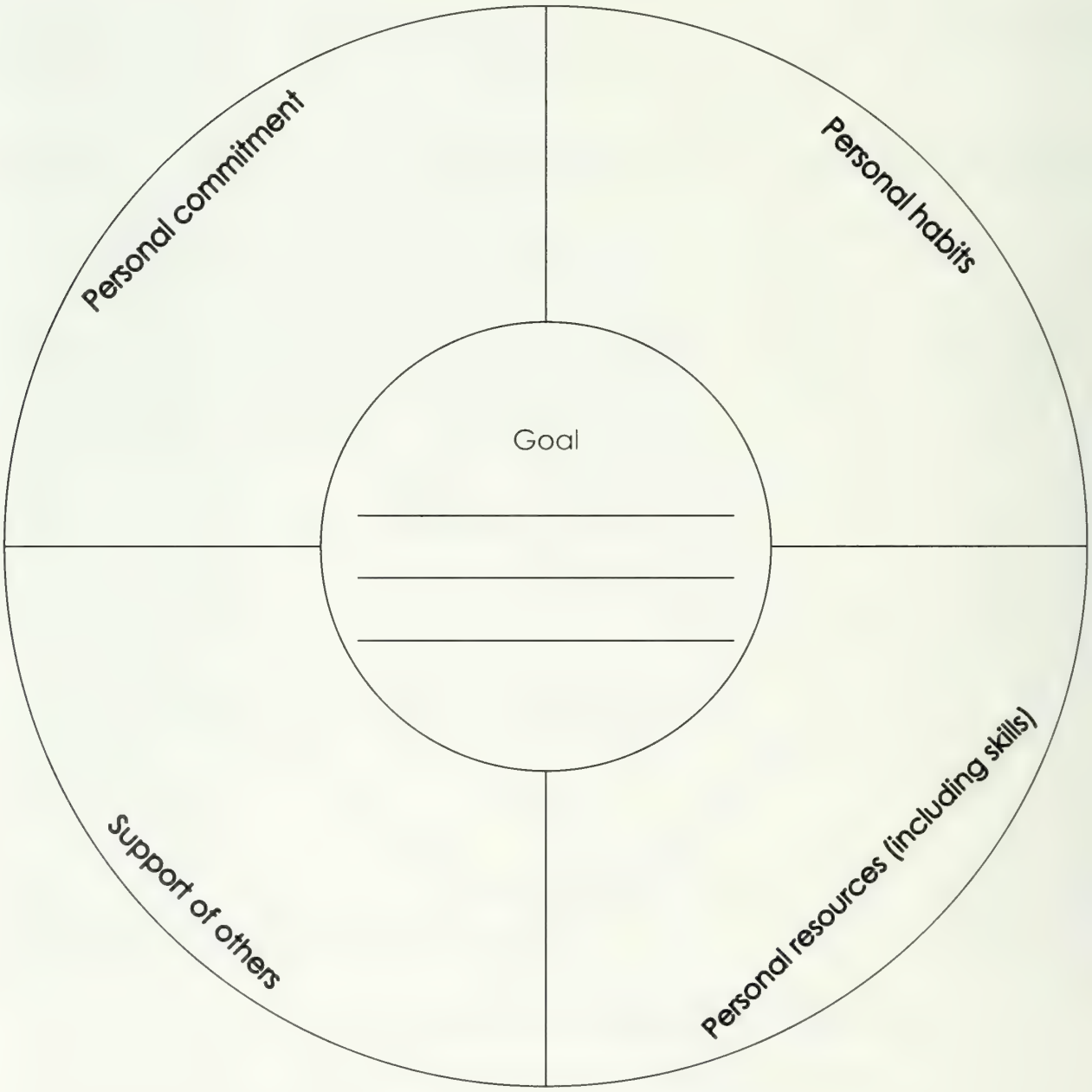
_____

_____

Goal-setting Organizer 4

Name: _____ Date: _____

What Can Affect Your Goals?



©Alberta Education, Alberta, Canada

Appendix E: Assessment Blackline Masters

Self-assessment Checklist E–2

Self-assessment Rating Scale E–4

Peer-assessment Checklist E–6

Self-assessment Checklist and Goal Setting E–8

Long-term Goal Setting E–10

Anecdotal Notes E–12

Observation Checklist E–14

Checklist and Comments 1 ..... E–16

Checklist and Comments 2 ..... E–18

Rating Scale 1 ..... E–20

Rating Scale 2 ..... E–22

Rating Scale 3 ..... E–24

Rubric (10-3Y) E–26

Rubric and Checklist E–28

© Alberta Education, Alberta, Canada

Self-assessment Checklist

Nome: Luigi	**Livello:** 10-3Y	**Data:** 2 aprile

Posso farlo ...	*Sì*	*Non ancora*
talk about how Italian and English words are sometimes similar	✓	
tell when someone has not understood what I have said	✓	
use gestures to help make myself understood	✓	
ask for help when I am stuck	✓	
make mistakes in Italian and not get discouraged		✓
check my work over to fix mistakes		✓

Note: This sample Self-assessment Checklist allows students to indicate their ability to perform various criteria.

©Alberta Education, Alberta, Canada

Self-assessment Checklist

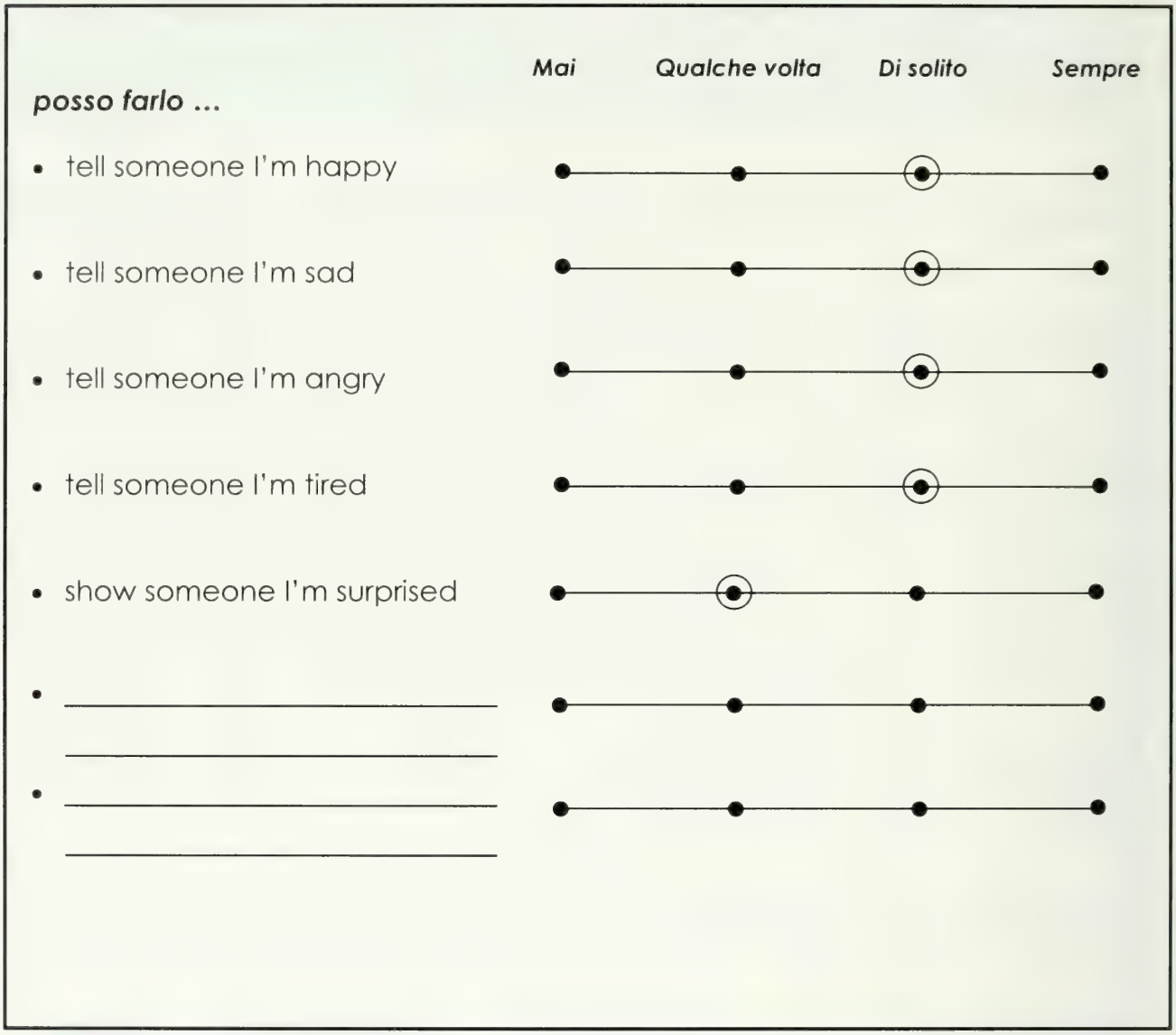
Nome:	*Livello:*	*Data:*

Posso farlo ...	*Sì*	*Non ancora*

©Alberta Education, Alberta, Canada

Self-assessment Rating Scale

Nome: Sofia	**Livello:** 10-3Y	**Data:** 22 aprile



Note: All criteria in this sample address outcome A–2.2b. This Self-assessment Rating Scale demonstrates how students can assess their performance as it relates to particular outcomes. The teacher decides whether or not to follow up with other activities, such as goal setting.

©Alberta Education, Alberta, Canada

Self-assessment Rating Scale

Nome:	*Livello:*	*Data:*

posso farlo ...	*Mai*	*Qualche volta*	*Di solito*	*Sempre*
• _____				
• _____				
• _____				
• _____				
• _____				
• _____				
• _____				
• _____				
• _____				

Peer-assessment Checklist

Nome:	Nicoletta	***Livello:***	10-3Y	***Data:***	*14 febbraio*
Nome del compagno/della compagna:	Carmela	***Attività:***	*La poesia con i nomi*		

Il mio compagno/la mia compagna può ...	***Sì***	***Non ancora***
write a descriptive word in Italian for each letter in her name	✓	
write descriptive words that are positive and describe her well	✓	
use a dictionary and the word walls to find words to use	✓	
use a dictionary to check the spelling of the words she used		✓
draw pictures that match the descriptive words she used	✓	

Mi piace: you picked really good Italian words to describe yourself—some of them were from our new vocabulary list.

Puoi migliorare: check your spelling using a dictionary or our vocabulary lists. We wrote lots of these words down in our learning logs so they might be there.

Note: This Peer-assessment Checklist allows students to give each other feedback about particular aspects of their work. Comments written should be constructive and specific.

©Alberta Education, Alberta, Canada

Peer-assessment Checklist

Nome:	*Livello:*	*Data:*
Nome del compagno/del la compagna:	*Attività:*	

Il mio compagno/la mia compagna può ...	*Sì*	*Non ancora*

Mi piace: _____

_____

_____

Puoi migliorare: _____

_____

_____

©Alberta Education, Alberta, Canada

Self-assessment Checklist and Goal Setting

Nome: Tina	***Livello:*** 10-3Y	***Data:*** *il primo febbraio*

Posso farlo ...	***Sì***	***Non ancora***	**What I am going to do next ...**
say hello and goodbye	✓		Say hello and goodbye in Italian to at least three people each day.
listen to other people's opinions	✓		Write down the opinion of one person from my group in my learning log.
sing "*Buon Compleanno*"		✓	Sing "*Buon Compleanno*" to my grandma at her birthday party.
say the alphabet	✓		Say the alphabet three times in a row without making any mistakes.
get along with group members	✓		Make sure that everyone has a chance to speak next time we work in groups.

Note: This Self-assessment Checklist and Goal Setting allows students to assess their abilities and set goals to improve.

©Alberta Education, Alberta, Canada

Self-assessment Checklist and Goal Setting

Nome:	*Livello:*	*Data:*

Posso farlo ...	*Sì*	*Non ancora*	What I am going to do next ...

©Alberta Education, Alberta, Canada 2009

Long-term Goal Setting

Nome: Pietro	***Livello:*** 10-3Y	***Data:*** *il primo febbraio*

Goal #1:

By the end of this term, I would like to: know what to say to ask for directions in Italian.

To achieve this goal, I will: look up the words I need to know and write a role-play to perform with a friend.

My teacher can help me with my pronunciation and make sure I am saying things properly. Maybe there's a video I can watch.

My parents can help me by: practising my role-play with me at home.

Goal #2:

By the end of this term, I would like to: learn more about what it's like to live in Italy.

To achieve this goal, I will: research Italy on the Internet and ask my neighbour, Mrs. Rossi, what it's like to live there.

My teacher can help me by: bringing in books and pictures of Italy and, maybe, showing a movie.

My parents can help me by: buying me a book on Italy for my birthday and taking me to Italy on vacation!

Note: This goal-setting sheet allows students to set long-term goals for their own learning and could be included in students' learning logs.

©Alberta Education, Alberta, Canada

Long-term Goal Setting

Nome:	*Livello:*	*Data:*

Goal #1:

By the end of this term, I would like to: _____

_____

To achieve this goal, I will: _____

_____

_____

My teacher can help me: _____

_____

My parents can help me by: _____

_____

Goal #2:

By the end of this term, I would like to: _____

_____

To achieve this goal, I will: _____

_____

_____

My teacher can help me by: _____

_____

My parents can help me by: _____

_____

©Alberta Education, Alberta, Canada

Anecdotal Notes

Nome	*Data*	*Attività*	Outcome	*Sì*	*Non ancora*	*Commenti*
Michele	Jan. 8	Simon Says	LC–2.1a understands a series of simple spoken sentences from a variety of media in guided situations		✓	Seemed to understand the directions but mixed up several body parts.
Giosuè	Jan. 8	Simon Says	LC–2.1a understands a series of simple spoken sentences from a variety of media in guided situations		✓	Made some errors, followed some commands correctly; will do more review of vocabulary.
Alberta	Jan. 15	Go Fish card game	A–3.3a manage turn taking	✓		Consistently and accurately used turn-taking vocabulary.
Anna	Jan. 15	Small group discussion	A–3.3a manage turn taking		✓	Sometimes acted out of turn and spoke when others were talking.
Maria	Jan. 17	Small group discussion	A–3.3a manage turn taking		✓	Unproductive and acted out of turn today. Will discuss with her after class. Check again next class.
Maria	Jan. 25	Small group discussion	A–3.3a manage turn taking	✓		New group, much better today. More effort and focus.
Michele	Jan. 25	Body part vocabulary review	LC–1.3a use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields.	✓		Improved use and understanding of vocabulary. Will try Simon Says again next week to check for learning.

Note: This form of Anecdotal Notes allow teachers to gather information about several different students as their performance relates to different learning outcomes at different times. In this sample, wherever an unsatisfactory performance was observed, the teacher planned another opportunity to observe the same student complete an activity in which the same learning outcome is addressed. The information provided by using this type of tool can be used to modify future instruction or to discuss students' learning.

©Alberta Education, Alberta, Canada

Anecdotal Notes

Nome	*Data*	*Attività*	Outcome	*Sì*	*Non ancora*	*Commenti*

Observation Checklist

Student	Date	Activity	Outcome	Student demonstrates that he or she has met the outcome.
Lisa	Sept. 23	Singing traditional Italian songs	A–5.1a use Italian for fun	(Yes) Not Yet
Marco	Sept. 23	Singing traditional Italian songs	A–5.1a use Italian for fun	(Yes) Not Yet
Andrea	Sept. 23	Singing traditional Italian songs	A–5.1a use Italian for fun	Yes (Not Yet)
Maya	Oct. 1	Singing the alphabet song	LC–1.2a recognize and name basic elements of the writing system	Yes (Not Yet)
Jack	Oct. 1	Singing the alphabet song	LC–1.2a recognize and name basic elements of the writing system	(Yes) Not Yet
Cole	Oct. 10	Playing the alphabet game	LC–1.2a recognize and name basic elements of the writing system	(Yes) Not Yet
Mia	Oct. 10	Playing the alphabet game	LC–1.2a recognize and name basic elements of the writing system	(Yes) Not Yet
Jack	Oct. 10	Playing the alphabet game	LC–1.2a recognize and name basic elements of the writing system	(Yes) Not Yet
Cole	Oct. 25	Creating a personal dictionary organized by the alphabet	LC–1.2a recognize and name basic elements of the writing system	(Yes) Not Yet
Mia	Oct. 27	Creating a personal dictionary organized by the alphabet	LC–1.2a recognize and name basic elements of the writing system	(Yes) Not Yet

Note: In cases where the student does not demonstrate a particular criteria, the teacher should plan an appropriate intervention.

©Alberta Education, Alberta, Canada

Observation Checklist

Student	Date	Activity	Outcome	Student demonstrates that he or she has met the outcome?
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet

©Alberta Education, Alberta, Canada

Checklist and Comments 1

Livello: 10-3Y	*Data:* *il tre maggio*	*Attività* *Domande/risposte individuali*

Specific Outcome: S–2.3a use simple productive strategies with guidance

Student Names:	**Has met the outcome:** *Sì*	*Non ancora*
• Jan	☑	☐
• Al	☑	☐
• Freddie	☑	☐
• Kevin	☐	☑
• Marissa	☐	☑
• Sheryl	☑	☐
• Abe	☐	☑
• Elise	☑	☐
• Johanna	☑	☐
• Benjamin	☑	☐
• Lydia	☑	☐
• Franco	☑	☐

Notes for future planning: do a role-play activity in which we talk about productive strategies students can use when speaking Italian; e.g., use nonverbal means to communicate, use familiar repetitive patterns from stories, songs and rhymes, compensate for avoiding difficult structures by rephrasing. Students then record the ideas in their learning logs and set goals for using them.

Note: This Checklist and Comments tool demonstrates how a teacher can gather information on several students' performances as they relate to one learning outcome. The teacher can also plan for future instruction.

©Alberta Education, Alberta, Canada

Checklist and Comments 1

Livello:	Data:	Attività:

Specific Outcome: _____

_____

_____

Student Names:	Has met the outcome: Yes	Not Yet
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐

Notes for future planning: _____

_____

_____

_____

_____

_____

_____

© Alberta Education, Alberta, Canada

Checklist and Comments 2

Livello: 10-3Y	*Data:* *il cinque ottobre*	*Attività:* *conversazioni al telefono*

Specific Outcome(s): A–3.2a respond to offers, invitations and instructions; LC–1.1a pronounce some common words and phrases comprehensibly; LC–1.1b use intonation to express meaning; LC–1.3a use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields

Lance _____ **can:**
(Student name)

	Yes	Not Yet
• invite a friend to do something	☑	☐
• accept and reject an invitation	☑	☐
• pronounce words comprehensibly	☑	☐
• use intonation to express inquiry	☐	☑
• use appropriate vocabulary related to hobbies and invitations	☑	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐

Done well: Seems to have a good understanding of the vocabulary.

Could improve: Seems not to understand intonation and how it can affect meaning.

Note: This Checklist and Comments tool demonstrates how a teacher can record information about student performance against several criteria. In this sample, the student is being assessed against the same criteria found in the sample rubric. The teacher could use a checklist to check student performance partway through a task, such as a telephone conversation.

©Alberta Education, Alberta, Canada

Checklist and Comments 2

Livello:	Data:	Attività:

Specific Outcome(s): _____

_____

_____

_____ can:
(Student name)

	Yes	Not Yet
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐

Done well: _____

_____

_____

_____

Could improve: _____

_____

_____

Rating Scale 1

Livello: 10-3Y	*Data:* *il 10 marzo*	*Attività:* Group classroom scavenger hunt

Specific Outcome: A–3.3b encourage other group members to act appropriately

Student meets the outcome:

Student Names:	*Mai*	*Qualcha volta*	*Di solito*	*Sempre*
• Jeremy				◉
• David		◉		
• Raj			◉	
• Sunita			◉	
• Alicia		◉		
• Kendra		◉		
• Taylor	◉			
• Billy			◉	
• Dimitri		◉		
• Kim		◉		
• Tran				◉
• Frida			◉	
• Tim		◉		
• Tania		◉		
• George			◉	
• Lilly			◉	
• Hannah		◉		
• Wes		◉		

Note: This sample Rating Scale demonstrates how a teacher can record the levels of performance for several students, based on a particular outcome.

©Alberta Education, Alberta, Canada

Rating Scale 1

Livello:	*Data:*	*Attività:*

Specific Outcome: _____

_____

_____

	Student meets the outcome:			
Student Names:	*Mai*	*Qualcha volta*	*Di solito*	*Sempre*
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●

©Alberta Education, Alberta, Canada

Rating Scale 2

Livello: 10-3Y	***Data:*** *il dodici novembre*	***Attività:*** *Unità: La mia famiglia*

Specific Outcome(s): A–1.1b ask for and provide basic information; LC–1.2b write words of personal significance; LC–1.3a use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields; LC–2.5a interact, using a sequence of simple sentences, in guided situations; S–2.3a use simple productive strategies with guidance

Student Name: Tania

Criteria:	**Never**	**Sometimes**	**Usually**	**Always**
• was able to share basic information about his or her family		◉		
• identified the people in his or her family correctly			◉	
• used words relevant to the family correctly		◉		
• wrote words and phrases clearly and correctly		◉		
• used illustrations to provide relevant details about his or her family			◉	
• _____				
• _____				
• _____				

Note: This sample Rating Scale demonstrates how a teacher could record information about the quality of a student's performance as it relates to learning outcomes.

©Alberta Education, Alberta, Canada

Rating Scale 2

Livello:	Data:	Attività:

Specific Outcome(s): _____

_____

_____

_____

Student Name: _____

Criteria:	Never	Sometimes	Usually	Always
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●

©Alberta Education, Alberta, Canada

Rating Scale 3

Livello: 10-3Y	**Data:** il 10 marzo	***Attività:*** Reading out some familiar words

Specific Outcome(s): LC–1.1a pronounce some common words and phrases comprehensibly; LC–1.1b use intonation to express meaning

Levels of performance and corresponding criteria:

★★★★ Demonstrated **excellent** pronunciation on all words — **no** errors

★★★ Demonstrated **good** pronunciation on almost all words — a **few** errors

★★ Demonstrated **acceptable** pronunciation on most words — **several** errors but still comprehensible

★ Demonstrated **lots** of errors — **mostly** incomprehensible

Name of Student		Name of Student	
Saresh	★ ★ ★ ★		★ ★ ★ ★
Derek	★ ★ ★ ★		★ ★ ★ ★
Crystal	★ ★ ★ ★		★ ★ ★ ★
Dakota	★ ★ ★ ★		★ ★ ★ ★
Ellen	★ ★ ★ ★		★ ★ ★ ★
Troy	★ ★ ★ ★		★ ★ ★ ★
Jonathan	★ ★ ★ ★		★ ★ ★ ★
Sam	★ ★ ★ ★		★ ★ ★ ★
Jim	★ ★ ★ ★		★ ★ ★ ★
Sal	★ ★ ★ ★		★ ★ ★ ★
Rebecca	★ ★ ★ ★		★ ★ ★ ★
Steven	★ ★ ★ ★		★ ★ ★ ★
Janice	★ ★ ★ ★		★ ★ ★ ★
Tran	★ ★ ★ ★		★ ★ ★ ★
Polly	★ ★ ★ ★		★ ★ ★ ★

Note: This Rating Scale provides an example of how a teacher can quickly indicate levels of students' performances as they relate to one outcome.

©Alberta Education, Alberta, Canada

Rating Scale 3

Livello:	Data:	Attività:

Specific Outcome(s): _____

_____

_____

Levels of performance and corresponding criteria:

★★★★ _____

★★★ _____

★★ _____

★ _____

Name of Student		Name of Student	
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★

©Alberta Education, Alberta, Canada

Rubric (10-3Y)

Name: Jeanne	**Date:** October 17	**Activity:** Conversation – making plans with a friend

Outcome	Excellent	Very Good	Acceptable	Limited
Content A–3.2a	**Consistently** responds to offers, invitations and instructions.	**Frequently** responds to offers, invitations and instructions. The **occasional** error does not interrupt the message.	**Sometimes** responds to offers, invitations and instructions; however, the message is **unclear**.	**Rarely** responds to offers, invitations and instructions. The overall message is **difficult to understand**.
Content A–3.2b	**Consistently** asks or offers to do something.	**Frequently** asks or offers to do something. The **occasional** error does not interrupt the message.	**Sometimes** asks or offers to do something; however, the message is **unclear**.	**Rarely** asks or offers to do something. The overall message is **difficult to understand**.
Pronunciation LC–1.1a	**Consistently** uses proper pronunciation.	**Frequently** uses proper pronunciation. The **occasional** error does not interrupt the message.	**Sometimes** uses proper pronunciation. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses proper pronunciation. The overall message is **difficult to understand**.
Intonation LC–1.1b	**Consistently** uses proper intonation.	**Frequently** uses proper intonation. The **occasional** error does not interrupt the message.	**Sometimes** uses proper intonation. Although there are **several** errors, the message is still understandable.	**Rarely** uses proper intonation. The overall message is **difficult** to understand.
Vocabulary LC–1.3a	**Consistently** uses words related to making plans with a friend.	**Frequently** uses words related to making plans with a friend. The **occasional** error does not interrupt the message.	**Sometimes** uses words related to making plans with a friend. Although there are **several** errors, the message is still understandable.	**Rarely** uses words related to making plans with a friend. The overall message is **difficult** to understand due to errors.

Note: This Rubric demonstrates how a teacher can assess one student's performance as it relates to different learning outcomes.

©Alberta Education, Alberta, Canada

Rubric

Name:	Date:	Activity:

Outcome	Excellent	Very Good	Acceptable	Limited

Rubric and Checklist (10-3Y)

Name: Ellen	**Date:** November 14	**Activity:** Telephone Conversation

Outcome	Excellent	Very Good	Acceptable	Limited
Content A–3.2a	**Consistently** responds to offers, invitations and instructions.	**Frequently** responds to offers, invitations and instructions. The **occasional** error does not interrupt the message.	**Sometimes** responds to offers, invitations and instructions; however, the message is **unclear**.	**Rarely** responds to offers, invitations and instructions. The overall message is **difficult to understand**.
Content A–3.2b	**Consistently** asks or offers to do something.	**Frequently** asks or offers to do something. The **occasional** error does not interrupt the message.	**Sometimes** asks or offers to do something; however, the message is **unclear**.	**Rarely** asks or offers to do something. The overall message is **difficult to understand**.
Pronunciation LC–1.1a	**Consistently** uses proper pronunciation.	**Frequently** uses proper pronunciation. The **occasional** error does not interrupt the message.	**Sometimes** uses proper pronunciation. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses proper pronunciation. The overall message is **difficult to understand**.
Intonation LC–1.1b	**Consistently** uses proper intonation.	**Frequently** uses proper intonation. The **occasional** error does not interrupt the message.	**Sometimes** uses proper intonation. Although there are **several** errors, the message is still understandable.	**Rarely** uses proper intonation. The overall message is **difficult** to understand.
Vocabulary LC–1.3a	**Consistently** uses words related to making plans with a friend.	**Frequently** uses words related to making plans with a friend. The **occasional** error does not interrupt the message.	**Sometimes** uses words related to making plans with a friend. Although there are **several** errors, the message is still understandable.	**Rarely** uses words related to making plans with a friend. The overall message is **difficult** to understand due to errors.

Work habits

- ☐ **worked independently**
- ☐ **worked with minimal assistance**
- ☐ **worked with some assistance**
- ☐ **required constant supervision and assistance**

Note: This Rubric demonstrates how a teacher can perform assessment of learning and assessment for learning at the same time, using the same assessment tool. This combination of rubric and checklist records information about a student's performance according to specific outcomes, as well as information about a student's work habits. When a student demonstrates a performance that is below the acceptable level, the checklist allows the teacher to record a reason why the student did not perform at an acceptable standard and provide a plan for future improvement.

©Alberta Education, Alberta, Canada

Rubric and Checklist

Name:	Date:	Activity:

Outcome	Excellent	Very Good	Acceptable	Limited

Work habits

- ☐ worked independently
- ☐ worked with minimal assistance
- ☐ worked with some assistance
- ☐ required constant supervision and assistance

©Alberta Education, Alberta, Canada

Bibliography

Alberta Assessment Consortium. *A Framework for Student Assessment.* Edmonton, AB: Alberta Assessment Consortium, 1997.

_____. *A Framework for Student Assessment.* 2nd ed. Edmonton, AB: Alberta Assessment Consortium, 2005.

_____. *How to Develop and Use Performance Assessments in the Classroom.* Edmonton, AB: Alberta Assessment Consortium, 2000.

_____. *Refocus: Looking at Assessment for Learning.* Edmonton, AB: Alberta Assessment Consortium, 2003. Edmonton, AB; Alberta Education 2007.

_____. *Refocus: Looking at Assessment for Learning.* 2nd ed. Edmonton, AB: Alberta Assessment Consortium, 2005.

_____. Alberta Education. *English as a Second Language (ESL) Guide to Implementation Kindergarten to Grade 9.* Edmonton, AB: Alberta Education, 2007.

_____. *Individualized Program Planning (IPP): ECS to Grade 12.* Edmonton, AB: Alberta Education, 2006.

_____. "Italian Language and Culture 10-3Y, 20-3Y, 30-3Y Program of Studies. *Program of Studies: Senior High Schools.* Edmonton, AB: Alberta Education, 2007.

_____. *Trends and Issues in Language Education: A Discussion Paper.* Edmonton, AB: Alberta Education, 1997.

Alberta Learning. *Health and Life Skills Kindergarten to Grade 9 Guide to Implementation.* Edmonton, AB: Alberta Learning, 2002.

_____. *The Journey: A Handbook for Parents of Children Who Are Gifted and Talented.* Edmonton, AB: Alberta Learning, 2004.

_____. *Standards for Special Education.* Edmonton, AB: Alberta Learning, 2003.

_____. *Teaching Students Who Are Gifted and Talented.* Programming for Students with Special Needs (PSSN) series, No. 7. Edmonton, AB: Alberta Learning, 2000.

_____. *Teaching Students with Autism Spectrum Disorders.* Edmonton, AB: Alberta Learning, 2003.

_____. *Teaching Students with Fetal Alcohol Spectrum Disorder: Building Strengths, Creating Hope.* Edmonton, AB: Alberta Learning, 2004.

_____. *The Journey: A Handbook for Parents of Children Who Are Gifted and Talented.* Edmonton, AB: Alberta Learning, 2004.

_____. *Unlocking Potential: Key Components of Programming for Students with Learning Disabilities.* Edmonton, AB: Alberta Learning, 2002.

©Alberta Education, Alberta, Canada 2009

Bamford, Kathryn W. and Donald T. Mizokawa. "Additive-Bilingual (Immersion) Education: Cognitive and Language Development." *Language Learning* 41, 3 (1991), pp. 413–429.

Barik, Henri C. and Merrill Swain. *Bilingual Education Project: Evaluation of the 1974–75 French Immersion Program in Grades 2–4, Ottawa Board of Education and Carleton Board of Education.* Toronto, ON: Ontario Institute of Studies in Education, 1975.

Bellanca, James and Robin Fogarty. *Blueprints for Thinking in the Classroom.* Arlington Heights, IL: IRI/Skylight, 1990.

Bialystok, Ellen. "Effects of Bilingualism and Biliteracy on Children's Emergent Concepts of Print." *Developmental Psychology* 30, 3 (1997), pp. 429–440.

Black, Paul et al. *Assessment for Learning: Putting It into Practice.* Maidenhead, England: Open University Press, 2003

Bloom, Benjamin S. (ed.). *Taxonomy of Educational Objectives: The Classification of Educational Goals.* New York, NY: David McKay Company, Inc., 1956.

Brewer, C. and D. Campbell. *Rhythms of Learning.* Tucson, AZ: Zephyr, 1998.

British Columbia Ministry of Education. *English as a Second Language Learners: A Guide for Classroom Teachers.* Victoria, BC: Special Programs Branch, British Columbia Ministry of Education, 1999.

_____. "Process." *Gifted Education – A Resource Guide for Teachers.* http://www.bced.gov.bc.ca/specialed/gifted/process.htm (Accessed June 24, 2008).

Brownlie, Faye and Susan Close. *Beyond Chalk and Talk: Collaborative Strategies for the Middle and High School Years.* Markham, ON: Pembroke Publishers Limited, 1992.

Brownlie, Faye, Catherine Feniak and Vicki McCarthy. *Instruction and Assessment of ESL Learners: Promoting Success in Your Classroom.* Winnipeg, MB: Portage & Main Press, 2004.

Bruck, Margaret, W. E. Lambert and R. Tucker. "Bilingual Schooling through the Elementary Grades: The St. Lambert Project at Grade Seven." *Language Learning* 24, 2 (1974), pp. 183–204.

Burke, Kay. *The Mindful School: How to Assess Authentic Learning.* 3rd ed. Arlington Heights, IL: Skylight Professional Development, 1999.

Caine, Renate Nummela and Geoffrey Caine. *Making Connections: Teaching and the Human Brain.* Alexandria, VA: Association for Supervision and Curriculum Development (ASCD), 1991.

_____. *Making Connections: Teaching and the Human Brain.* Parsippany, NJ: Dale Seymour Publications, 1994.

_____. "What Is Brain/Mind Learning?" *Caine Learning Institute.* 2005. http://www.cainelearning.com/principles.html (Accessed June 13, 2007).

Campbell, D. *The Mozart Effect.* New York, NY: Avon, 1997.

©Alberta Education, Alberta, Canada

Chamot, Anna Uhl and J. Michael O'Malley. *The CALLA Handbook*. Don Mills, ON: Addison Wesley Publishing Company, 1994.

Chamot, Anna Uhl and Pamela Beard El-Dinary. "Children's Learning Strategies in Language Immersion Classrooms." *The Modern Language Journal* 83, 3 (1999), pp. 319–338.

Cole, Robert W. (ed.). *Educating Everybody's Children*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD), 1995.

_____. *More Strategies for Educating Everybody's Children*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD), 2001.

Danesi, Marcel. *A Guide to Puzzles and Games in Second Language Pedagogy*. Toronto, ON: OISE Press, 1985.

Department of Education, State of Victoria. *Bright Futures Resource Book: Education of Gifted Students*. Melbourne, Australia: Department of Education, State of Victoria, 1996.

Doman, Glenn. *Teach Your Baby to Read*. Philadelphia, PA: The Better Baby Press, 1984.

Dornyei, Zoltán and Kata Csizér. "Ten Commandments for Motivating Language Learners: Results of an Empirical Study." *Language Teaching Research* 2, 3 (September 1998), pp. 203–229.

Dryden, Gordon and Colin Rose. *Fundamentals*. Aylesbury, UK: Accelerated Learning Systems, 1995.

Dryden, Gordon and Jeannette Vos. *The Learning Revolution*. Auckland, NZ: The Learning Web, 1997.

_____. *The Learning Revolution: To Change the Way the World Learns*. Auckland, NZ: The Learning Web, 1999.

Edmonton Public Schools. *Thinking Tools for Kids: Practical Organizers*. Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999.

Gagne, R. and M. Driscoll. *Essentials of Learning for Instruction*. 2nd ed. Englewood Cliffs, NJ: Prentice-Hall, 1988.

Gardner, Howard. *Frames of Mind*. New York, NY: Basic Books, 1983.

_____. Speech. American Education Research Conference, San Diego, CA. April 1998.

Genesee, Fred. *Learning through Two Languages*. Cambridge, MA: Newbury House, 1987.

Hakuta, Kenji. *Cognitive Development of Bilingual Children*. Los Angeles, CA: University of California, Center for Language Education and Research, 1986.

Horwitz, Elaine K., Michael B. Horwitz and Joann Cope. "Foreign Language Classroom Anxiety." *The Modern Language Journal* 70, 2 (Summer 1986), pp. 125–132.

Jensen, E. *The Learning Brain*. San Diego, CA: Turning Point for Teachers, 1994.

Johnson, D. W. and R. T. Johnson. *Leading the Cooperative School*. 2nd ed. Edina, MN: Interaction Book Company, 1994.

©Alberta Education, Alberta, Canada

Kagan, Spencer. "Group Grades Miss the Mark." *Educational Leadership* 52, 8 (May 1995), pp. 68–71.

Kern, R. G. "The Role of Mental Translation in Second Language Reading." *Studies in Second Language Acquisition* 16, 4 (1994), pp. 441–461.

Krashen, Stephen D. *Fundamentals of Language Education.* Beverly Hills, CA: Laredo Publishing Co., 1992.

Larsen-Freeman, Diane. *Techniques and Principles in Language Teaching.* Oxford, UK: Oxford University Press, 2000.

Lozanov, Georgi. *Suggestology and Outlines of Suggestopedy.* New York, NY: Gordon & Breach, 1978.

MacInnis, Eric, Ross MacDonald and Lynn Scott. *Controversy as a Teaching Tool.* Rocky Mountain House, AB: Parks Canada, 1997.

MacIntyre, Peter D. and R. C. Gardner. "Language Anxiety: Its Relationship to Other Anxieties and to Processing in Native and Second Languages." *Language Learning* 41, 4 (December 1991), pp. 513–534.

Marcos, Kathleen M. "Decade of the Brain: Learning Another Language Offers Both Personal and Professional Benefits." *American Language Review* 3, 6 (November/December 1999), pp. 2–3.

_____. "Second Language Learning: Everyone Can Benefit." *The ERIC Review* 6, 1 (Fall 1998), pp. 2–5.

Marzano, Robert J., Debra Pickering and Jay McTighe. *Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model.* Alexandria, VA: Association for Supervision and Curriculum Development (ASCD), 1993.

Muir, Maya. "Reaching Gifted Kids and English-Language Learners." *Northwest Report.* September 28, 2001. http://www.nwrel.org/nwreport/aug00/reaching.html (Accessed June 24, 2008).

Nebraska Department of Education. *Nebraska K–12 Foreign Language Frameworks.* Lincoln, NE: Nebraska Department of Education, 1996.

Politano, Colleen and Joy Paquin. *Brain-based Learning with Class.* Winnipeg, MB: Portage Main Press, 2000.

Scheid, Karen. *Helping Students Become Strategic Learners: Guidelines for Teaching.* Cambridge, MA: Brookline Books, 1993.

Schlechty, Phillip C. *Inventing Better Schools: An Action Plan for Educational Reform.* San Francisco, CA: Jossey-Bass Inc., 1997.

Shields-Ramsay, Patricia and Doug Ramsay. *Purposeful Planning Guidebook.* Edmonton, AB: InPraxis Learning Systems, 2006.

Short, Kathy G., Jerome C. Horste and Carolyn L. Burke. *Creating Classrooms for Authors and Inquirers.* 2nd ed. Portsmouth, NH: Heinemann, 1996.

© Alberta Education, Alberta, Canada

Stevens, Robert J. and Robert E. Slavin. "When Cooperative Learning Improves the Achievement of Students with Mild Disabilities: A Response to Tateyama-Sniezek." *Exceptional Children* 57, 3 (December/January 1990–1991), pp. 276–280.

Sutton, Ruth. *The Learning School.* Salford, England: RS Publications, 1997.

Swain, Merrill. "Early French Immersion Later On." *Journal of Multicultural Development* 2, 1 (1981), pp. 1–23.

_____. "Integrating Language and Content Teaching through Collaborative Tasks." *The Canadian Modern Language Review* 58, 1 (2001), pp. 44–63.

Thomas, Wayne P., V. P. Collier and M. Abbott. "Academic Achievement through Japanese, Spanish or French: The First Two Years of Partial Immersion." *Modern Language Journal* 77, 2 (1993), pp. 170–180.

Tokuhama-Espinosa, Tracey. *Raising Multilingual Children: Foreign Language Acquisition and Children.* Westport, CT: Bergin & Garvey, 2001.

Toronto Catholic District School Board. *Assessment of Student Achievement in Catholic Schools: A Resource Document.* Toronto, ON: Toronto Catholic District School Board, 2001.

University of Calgary. Language Research Centre. *A Review of the Literature on Second Language Learning.* Edmonton, AB: Alberta Learning, 2004.

University of Minnesota. *Developing Speaking and Writing Tasks for Second Language Assessment (The Minnesota Language Proficiency Assessments): A MLPA Miniguide for Assessment Development.* Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota, n.d.

Villano, D. "Heads Up: Time to go Bilingual ?" *Smartkid* 1, 4 (1996), pp. 45–49.

Weatherford, H. Jarold. "Personal Benefits of Foreign Language Study." *ERIC Digest.* October 1986. http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED276305 (Accessed June 24, 2008).

Winebrenner, Susan. *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition). Minneapolis, MN: Free Spirit Publishing Inc., 2001.

Wrigley, Pamela. *The Help! Kit: A Resource Guide for Secondary Teachers of Migrant English Language Learners.* Oneonta, NY: ESCORT, 2001.

©Alberta Education, Alberta, Canada 2009

